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DELIVERING APPROPRIATE INSTRUCTIONAL MATERIALS TO THE HANDICAPPED LEARNER: Systems and Processes

AMERICAN FOUNDATION FOR THE BLIND
15 WEST 16th STREET
NEW YORK, N.Y. 10011

July 19 - 21, 1976
Columbus Hilton Inn
Columbus, Ohio

The National Center on Educational Media
and Materials for the Handicapped

The Ohio State University



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"Looking at the New BEH Media and Materials Resources Program"

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the national center on educational media and materials for the handicapped

the ohio state university columbus, ohio 43210/(614)422-7596

Welcome

Welcome to the Symposium on Delivering Appropriate Instructional Materials to the Handicapped Learner: Systems and Processes. The Symposium Planning Committee hopes that you find the Symposium both informative and enjoyable. The program has been structured to encourage interaction among all those in attendance. We urge you to take advantage of the opportunity to share ideas with the speakers, participants, and the staff of the National Center on Educational Media and Materials for the Handicapped.

It is our desire to assist you in any way that we can. We are happy to have you attend the Symposium and hope your visit will be a pleasant one.

Symposium Description

The Symposium on Delivering Appropriate Instructional Materials to the Handicapped Learner: Systems and Processes is being sponsored by the National Center on Educational Media and Materials for the Handicapped (NCEMMH) with funds from the Bureau of Education for the Handicapped (BEH). It has been planned in cooperation with the four Special Offices of the Learning Resource Centers (LRCP) Program of BEH and guided by a Planning Committee. The goal of the Symposium is to find and recommend ways to increase the availability and distribution of materials to the educational programs of the handicapped learner.

Two specific objectives have been established for the Symposium. They are:

1. To encourage and facilitate development of materials for the handicapped by commercial and governmental agencies.

2. To examine and recommend where possible the production techniques which will ensure reproducibility of prototype products.

Funded by HEW

USOE Bureau of Education
for the Handicapped

Media Services and Captioned Films
Contract OEC-300-72-4478

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SYMPOSIUM ON DELIVERING APPROPRIATE INSTRUCTIONAL MATERIALS
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THE OHIO STATE UNIVERSITY

The Ohio State University, founded in 1870, is the only land grant institution and the largest state-assisted university in Ohio.

Located on 3,679 acres, the University is comprised of the following sixteen colleges: Administrative Science, Agriculture and Home Economics, Arts, Biological Science, Dentistry, Education, Engineering, Humanities, Law, Mathematics and Physical Science, Medicine, Optometry, Pharmacy, Social and Behavioral Sciences, Veterinary Medicine, and a two-year University College. There are ten separate schools teaching Allied Medical Service, Architecutre, Art, Health and Physical Education Home Economics, Journalism, Music, Natural Resources, Nursing, and Social Work.

Master's degrees are awarded by 113 departments, while 83 departments confer the Ph.D degree. In an average year, approximately 8,200 degrees are awarded by the University.

The main campus includes more than 275 permanent buildings, an airport and golf courses. Regional campuses are maintained at Lima, Marion, Mansfield and Newark, Ohio.

Over 50,000 students, including over 10,000 graduate students are enrolled in more than 8,200 courses in 250 programs of study, ranging from a broad liberal education to many specialized fields and professions offered by the University.



LOOKING AT THE NEW BEH MEDIA AND MATERIALS RESOURCES PROGRAM

As of September 1, 1974, a restructured program of media and materials support services was initiated by the Bureau of Education for the Handicapped, Learning Resources Branch (BEH/LRB).

The National Center on Educational Media and Materials for the Handicapped (NCEMMH) is a major unit within the learning resources program. In addition to NCEMMH, there are four Specialized Offices (SO's) and thirteen Area Learning Resource Centers (ALRCs). NCEMMH and the four specialized offices have national roles and responsibilities, while the thirteen ALRCs have regionalized roles and responsiblities. This program, which is collectively referred to as the ALRC/SO/NCEMMH network, complements a separate but related BEH/LRB program of regional resource centers which have a mission related to identification of, educational diagnosis of, and prescription for handicapped students.

The ALRC/SO/NCEMMH program is designed to interface with state and local media/materials programs and to provide supportive services to those programs so that the following general goals may be achieved:

1. *Where appropriate materials do not exist to meet the needs of handicapped students* -- needed materials can be made available through adaptation/modification of existing materials and/or development of new materials to meet identified student needs.

2. *Where users of materials are not aware of existing materials that will meet the needs of the handicapped* -- information about relevant and usable materials and media will be made available to the potential user.

3. *Where users know about the availability of existing materials that will meet needs of handicapped students, but do not have physical access to these materials* -- materials will be made accessible on a convenient basis.

4. *Where materials are accessible but the potential user does not know how to use them effectively* -- users will have access to information and assistance in the use of materials.

Area Learning Resource Centers

Area Learning Resource Centers (ALRCs) have a broad mission to assist states in the development of media and materials support services within their client states. Several categories of work are carried out in fulfilling the ALRC mission:

a. Assisting the states in stimulating and developing local level, intermediate level, and state level materials center services.

b. Providing technical assistance to State Education Authorities (SEAs) in the state's planning of materials services.

NATIONAL CENTER ON EDUCATIONAL MEDIA AND MATERIALS FOR THE HANDICAPPED
Ohio State University 220 West 12th Avenue Columbus, Ohio 43210
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c. Consulting with state and local agencies on the utilization of special education materials and educational technology.

d. Assisting in the conduct of media and materials conferences and workshops.

e. Facilitating the dissemination of information about child-use instructional materials to recipients designated by the SEAs.

f. Providing human resources to reinforce the state staff in the media, materials, and educational technology area.

g. Acting as a linking agent between the needs for materials information and materials loan, and the NCEMMH/SO resources designed to meet such needs.

In carrying out its work, an ALRC serves primarily as a technical assistance resource to the SEA and SEA-related agencies as the state assists local or intermediate materials service agencies. ALRC services are designed not to displace or compete with state, intermediate, or local materials-related services. ALRC services to any state are planned and carried out in cooperation with relevant state authorities.

In addition to promoting the development of state and intra-state media and materials services, ALRCs have a second mission -- to promote training of teachers in the selection and utilization of special education instructional materials. In this mission area, ALRCs carry out the following types of work:

a. Identifying needs of teachers for training in utilization of media, materials, and educational technology.

b. Making agencies that have direct training responsiblity aware of the training needs of teachers, and providing consultation to such training agencies to assist in meeting the needs.

c. Locating available training programs and materials which can meet the identified needs for media and materials related training.

d. Designing needed media-related training materials and funding their development.

e. Describing available media-use training materials for inclusion in the National Instructional Materials Information System (NIMIS), which is to be operated by NCEMMH. (NIMIS is expected to be in operation by autumn, 1975.)

Although each ARLC is responsible for activity in the above areas, the ALRC is not intended to be a heavily training-oriented center. It is intended that the ALRC will provide facilitative and supportive services which will assist local and other training agents and institutions to respond to the training needs of special educators in relation to instructional media and materials production, selection, and utilization.

The orientation of the ALRC scope of work represents an explicit recognition that the media/materials-related needs of handicapped students, as reflected in the goals of the program, can be met only through the mutually supportive efforts of various agencies.

NCEMMH and the Four Specialized Offices

The National Center and the specialized offices provide nationally centralized and single-system support services. In general, these services are available to the states and state clients through the ALRCs.

NCEMMH carries out the following types of functions:

a. Assists in the identification of needs for child-use instructional materials.

b. Assists in arranging for commercial or

noncommercial distribution of newly developed child-use and teacher training materials.

c. Operates the computer-based National Instructional Materials Information System (NIMIS) as a resource to ALRCs in responding to information requests.

d. Provides coordinative services to ALRCs and specialized offices.

Three of the four specialized offices have common scopes of work but are differentiated by their unique focus on handicapping conditions.

Specialized Office One (S1), located at the American Printing House for the Blind, focuses on the visually handicapped category.

Specialized Office Two (S2), located at the University of Nebraska, focuses on the hearing impaired category.

Specialized Office Three (S3), located at the University of Wisconsin, has a broader focus -- all other handicapping conditions.

Each of these specialized offices has a national responsibility within the ALRC/SO/NCEMMH program to develop or adapt child-use instructional materials to meet identified needs of their respective service populations and to determine those existing materials that are usable with these students.

Those materials which are identified as usable for handicapped students will be described in NIMIS. Those materials which are modified, adapted, or developed and tested by S1, S2, or S3 will be entered into distribution channels by, or with assistance from NCEMMH.

Specialized Office Four (S4), located at the University of Indiana, is unique among the specialized offices in that its specialization is by function rather than exceptionality. The S4 mission is to deliver, on a loan or rental basis, those materials which are selected and described by S1, S2, and S3 and entered into NIMIS. In addition to operating this basic circulating collection of materials as a backup service for state and local materials centers, S4 has the prime contractual responsibility for operating the depositories of captioned educational films for the deaf.

HOW TO USE THE ALRC/SO/NCEMMH SYSTEM FOR SERVICES

How can I get information about existing instructional materials?

The ALRC/SO/NCEMMH program is designed to help state and local programs as they serve directly the needs of teachers and students. Local users should contact their local service centers. When local resources cannot meet the need for information, the local centers may contact state or ALRC programs for assistance. The ALRC serves as the agency for access to NIMIS, the national support system for materials information. Specifics for obtaining services may vary from state to state as a function of the ALRC-state agreement.

How can I get physical access to materials described in NIMIS?

The ALRC which serves your state is the agent of access to materials in the collection at Specialized Office Four. (This collection contains the materials described in NIMIS.) The ALRC may designate other agencies to access materials directly.

Contact your local materials service center with the request to borrow or rent materials from S4. Your local center may contact the ALRC, which will insure proper coordination of the request through agreed upon within-state channels. If you do not know the location of your

local materials service center, contact the ALRC in your region for assistance.

Specialized Office Four circulates media competency training materials and child-use instructional materials. Training materials, when their use is authorized by the ALRC, are provided at no cost. When not so authorized, a fee is charged.

Child-use materials are provided for examination at no cost when an evaluation form is completed and returned by the user. Loan charges are assessed for actual classroom use or when the material is used for an extended period.

Where can I get assistance in utilizing available instructional materials?

It is expected that this type of assistance remains a local service. The ALRC will provide assistance (consultation, conferences, workshop participation, etc.) only within the context of a plan developed in concert with State Education Authorities. The mechanisms of such service vary from state to state. In general, the ALRC expects to help the state provide such services.

Is assistance available in developing a reliable distribution source for a prototype material?

Yes, contact NCEMMH. NCEMMH first reviews such materials (or the plans for such materials) to determine (a) whether the Center will assume an advocacy role for the materials, and (b) the nature and extent of such advocacy. NCEMMH can assist in arranging commercial or non-commercial distribution. NCEMMH will not finance the free distribution of materials, but would assist in arranging for such free distribution if a sponsor could be found.

Is assistance available in planning and developing local materials support services for the handicapped?

Yes, local education agencies may contact their ALRC directly. The ALRC will coordinate its services with the state education agency.

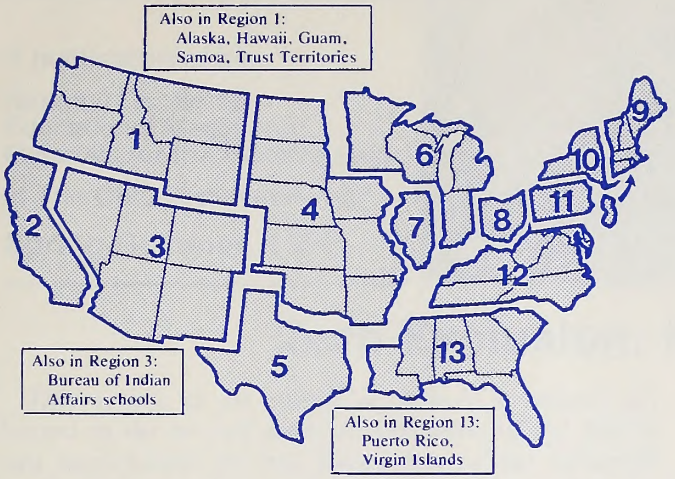
Where can I get information about training programs and materials related to the use of media and materials?

Contact your local resource center. If local resource centers are unable to provide the needed information, they are able to call upon the resources of the ALRC/SO/NCEMMH program. The ALRC is the agency for access to information included in the National Instructional Materials Information System.

What other types of materials-related services are available?

Because ALRC programs are developed in cooperation with the state education agency (and in some cases are operated by a state department of education), the specific services are variable from state to state. Contact your ALRC. The ALRC can explain what services are available and how they may be obtained.

How the States Match up with the Area Learning Resource Centers, by Region



Each region shown in this map is served by an ALRC. The alphabetic list of states given below shows what region each state or territory of the United States belongs to. The directory gives the names, addresses, and phone numbers of the ALRCs.

Region	State
13	Alabama
1	Alaska
3	Arizona
4	Arkansas
2	California
3	Colorado
9	Connecticut
12	Delaware
12	District of Columbia
13	Florida
13	Georgia
1	Hawaii
1	Idaho
7	Illinois
6	Indiana
4	Iowa
4	Kansas
12	Kentucky
13	Louisiana
9	Maine
12	Maryland
9	Massachusetts
6	Michigan
6	Minnesota
13	Mississippi
4	Missouri
1	Montana
4	Nebraska
3	Nevada
9	New Hampshire
9	New Jersey
3	New Mexico
10	New York
12	North Carolina
4	North Dakota
8	Ohio
4	Oklahoma
1	Oregon
11	Pennsylvania
9	Rhode Island
13	South Carolina
4	South Dakota
12	Tennessee
5	Texas
3	Utah
9	Vermont
12	Virginia
1	Washington
12	West Virginia
6	Wisconsin
1	Wyoming
3	Bureau of Indian Affairs schools
1	Guam
13	Puerto Rico
1	Samoa
1	Trust Territory
13	Virgin Islands

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(502) 895-2406

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175 Nebraska Hall
Lincoln, Nebraska 68588
(402) 472-2141

Specialized Office Three (S3)
467 Wisconsin Research and Development Center for Cognitive Learning
1025 West Johnson Street
Madison, Wisconsin 53706
(608) 263-7851

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Rev. 10/75

Directory of Area Learning Resource Centers (ALRCs)

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2	California LRC 600 South Commonwealth Avenue, Suite 1304 Los Angeles, California 90005 (213) 381-2104
3	Southwest ALRC New Mexico State University Box 3AW Las Cruces, New Mexico 88003 (505) 646-1017
4	Midwest ALRC Drake University 1336 26th Street Des Moines, Iowa 50311 (515) 271-3951
5	Texas ALRC The University of Texas at Austin College of Education Building 1912 Speedway Austin, Texas 78712 (512) 471-3145
6	Great Lakes ALRC Michigan Department of Education P. O. Box 420 Lansing, Michigan 48902 (517) 373-9433
7	ALRC #7 Educational Media and Information Service Department for Exceptional Children Illinois Office of Education 100 North First Street Springfield, Illinois 62777 (217) 782-2436
8	Ohio ALRC 933 High Street Worthington, Ohio 43085 (614) 466-2650
9	Northeast ALRC 168 Bank Street Hightstown, New Jersey 08520 (609) 443-5753
10	New York State ALRC 55 Elk Street, Room 117 Albany, New York 12234 (518) 474-2251
11	National Learning Resource Center of Pennsylvania Ansley Building, Old Easton Road Doylestown, Pennsylvania 18901 (215) 265-3706
12	Mid-East ALRC University of Kentucky 123 Porter Building Lexington, Kentucky 40506 (606) 258-4921
13	Southeast LRC Auburn University at Montgomery Montgomery, Alabama 36109 (205) 279-9110, Ext. 258
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* For additional copies of list, write to NCEMMH.

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at The Ohio State University
Spring-Summer, 1976

Apropos

Zero Exclusion: No Longer Rhetoric

This article is an edited version of a speech delivered at the second annual convention of the American Association for the Education of the Severely/Profoundly Handicapped (AAESPH) held in Kansas City, Missouri, in November, 1975.

Before AAESPH was formed in 1974, there was no national group whose sole purpose was to stand up for the educational rights of severely and profoundly handicapped children, many of whom are institutionalized. AAESPH attempts to get such children out of the "back wards" of institutions and into appropriate public school programs. Examples of the profoundly or severely handicapped include children previously regarded as too retarded, brain damaged, emotionally disturbed, or physically handicapped to be enrolled in public schools. For more information about AAESPH, write to AAESPH, P.O. Box 15287, Seattle, Wash. 98115.

Background. *In 1972, landmark litigation occurred in Pennsylvania. The Pennsylvania Association for Retarded Citizens (PARC) consent decree required public schools in Pennsylvania to admit and provide education for severely handicapped children who, prior to that time, had been considered ineligible for enrollment. This was the first such case in what became a series of lawsuits throughout the United States. Public school systems were caught unprepared for the demands placed upon them as a result of the court actions.*

In the early 1970s, therefore, there was an active movement of key leaders within the field of special education to develop an interest and awareness among all special educators throughout the United States concerning all the ramifications of this new educational trend. Questions discussed at the time included: How could more personnel be trained quickly so that there would be enough properly trained teachers for severely handicapped children? What should public schools do to fulfill their new obligations? It became obvious that the federal government, state education agencies, colleges, universities, and the entire field of special education would have to work together, and work quickly, to respond to the new needs–without delays or excuses. The article that follows gives Sontag's views on the progress made since that time.

By Edward Sontag

As I now assess the progress made over these past few years, I think we can admit to some success in our efforts to encourage and accomplish the provision of quality instruction for all handicapped children.

In my judgment there were some major developments that emanated from the PARC decree and other litigation that followed.

Four Accomplishments

1. There appears to have been a change in attitude within the special education community. Four years ago, it was my experience that many special educators were both passively, and in some cases actively, resisting developing training and educational services for severely handicapped students. Such a situation does not exist today. In fact, most, if not all, of the major and most reputable special education training programs in the nation now have, or are developing, training programs for professionals who will relate to severely handicapped students. The federal government, state education agencies, local school districts, and institutions of higher education did respond to this major priority. This response has resulted in improvement in the quality of services for the severely handicapped. In addition, there has been a clear change in the attitude of thousands of public school officials. Four years ago many of these officials were actively justifying exclusion. Today it has been my experience that many public school persons are saying in effect, "All kids deserve an education, so let's do the best we can and get on with it."

2. It is my sincere hope that the logic of homogeneity as related to the provision of services to severely handicapped students has been weakened. That is, in the recent past most members of society were convinced that severely handicapped students could not function in heterogeneous community-based environments, but needed institutionalization or confinement. Today, it has been demonstrated that such is not the case. Severely handicapped students can ride school buses and public buses; can participate in community recreational activities; can function quite well in self-contained classes; and can shop, eat, and work in a

(Continued on page 2)

(Continued from page 1)

variety of settings also used simultaneously by so-called normal persons.

3. Early intervention programs can and do work. We must provide for these programs in the public school sector. The sooner we get there the better. Fine examples of work in this area are projects presently being conducted at the University of Washington, in the Madison public schools, at the University of Miami, and elsewhere. Part of what is needed is comprehensive longitudinal intervention, not "episodic" intervention.

4. Through the activities of many persons, including the leadership of Dr. Edwin W. Martin, Dr. Richard Whelan, and Dr. Bruce Balow, and through enabling legislation, a remarkable number of training programs designed to prepare persons to work with severely handicapped persons have been developed and implemented around the nation. When the U.S. Office of Education, Bureau of Education for the Handicapped, Division of Training Programs initially responded to this issue in 1972, there was not one training program in the country which specifically prepared persons to work with severely handicapped students. Now such programs are developing with remarkable frequency and quality in every region of the nation. Many of the persons trained in the first few years of our effort are functioning in leadership positions in the development of training programs for severely handicapped students in other parts of the nation. I think we have come this far because we have some of the best people in special education and related areas concentrating their total efforts toward one goal. With the vast amount of talent that has been directed toward improving services to the severely and profoundly handicapped, this area is emerging as one of the most resourceful in the field of special education. And may I point out that stratagems which have been found to be successful with the severely/profoundly handicapped are applicable to the more marginally handicapped.

We can be pleased with our technological progress to date, and to some extent with the response in the education community in providing services for the severely and profoundly handicapped in the the public school sector, but we still have much to do in both the full service and technological areas.

Thus, I would like to submit four issues for consideration, discussion, and action.

Four Proposals

First, I am increasingly concerned with the service delivery models that are currently in vogue in the special education and regular education communities. In our attempt to provide more special education alternatives for marginally handicapped children, we enthusiastically began to endorse such models as the "continuum" and "cascade." Although these models did propose viable and much needed educational strategies for the marginally involved child, they offered little—if anything—new for the more severely handicapped child. The end result of most of these models has been that the more handicapped a child, the farther he is placed from the mainstream of education.

I suggest that there is little evidence to support the premise that we cannot provide for the more severely and profoundly handicapped child in the regular school building. I propose that we conceptualize a new model—a personnel model that calls for more integration into the regular public school of the severely and profoundly handicapped child. Some school districts have taken the creative and educationally sound step of providing educational services to severely handicapped students in the same buildings that contain non-handicapped students. They have done it, and have not faced insurmountable problems in doing so. An added bonus is that in the process, many normal children and their parents have become aware of, and sensitive to, the problems of handicapped citizens.

Second, I urge the field to review our role in the parent-professional partnership.

It is clear to me that we professionals have, up until very recently, done a poor job with our part of the parent-professional interactions. It is extremely pleasing for me to note the progress that is taking place in both the parent camp and the professional camp. We might even move into the same camp someday.

It is my hypothesis that, if we put some elbow grease behind our rhetoric calling for parent-professional partnership, we (and by we I mean both parents and professionals) can significantly improve educational alternatives for handicapped children—and in the end provide for a better quality of services to handicapped children.

Before we launch this partnership venture, I would hope that we would examine several concerns that I have relative to our cooperative endeavors. It has been suggested that special educators who attempt to train parents should emphasize that *both* parents—the father as well as the mother—should learn how to help teach their handicapped child. Now, fathers are often not included.

We should also move parent training toward the whole family constellation. We may also include siblings and grandparents.

In addition, we must explode the myth that it is easier to run a school or classroom for the handicapped child if we keep the parent out. The fact is that the reverse is probably true, but the educational community does not generally recognize it. We must identify those programs which provide a broadly based individualized and consistent program at home and in school. In conjunction with this, we must recognize that parents can be very effective teachers both in the school and at home.

Research indicates that when parents of school children are involved in the process of education, their children are likely to achieve on a higher level, and research by Dr. Merle Karnes at the University of

(Continued on page 7)

NCEMMH Provides Services

The program of the National Center on Educational Media and Materials for the Handicapped (NCEMMH), the Specialized Offices (SO's), and the Area Learning Resource Centers (ALRCs) was established to help regions, states, and localities to provide improved media, materials, and educational technology resources for handicapped learners. These programs, referred to collectively as the ALRC/SO/NCEMMH program, are funded by the Bureau of Education for the Handicapped, U.S. Office of Education.

Any resident of the United States or its territories may use the services of the ALRC/SO/NCEMMH program. Because many questions about learning materials for the handicapped can be answered locally, any person needing general information or assistance should first contact his or her local learning resource center. The ALRC/SO/NCEMMH program serves as a support system to help local centers supplement their own resources.

Services from NCEMMH are free; publications placed into distribution by NCEMMH are sold at modest prices.

This issue describes the activities of the National Center's three major sections: Media, Materials, and Technology (MMT); Information Services (IS); and Coordination Services (CS).

Media, Materials, and Technology (MMT)

MMT Makes Available Special Education Materials

Since the National Center was established, MMT has helped place into noncommercial distribution a score of audiovisual and printed materials. They are intended for use either by handicapped children or in training teachers how to select and use media and materials in educating handicapped learners. NCEMMH products include materials for the mentally retarded, speech impaired, learning impaired, learning disabled, hearing impaired, and others. Products are distributed through either noncommercial or commercial distribution channels. Noncommercial products are distributed through The Ohio State University Press (printed products) and the National Audiovisual Center (audiovisual and mixed media kits.)

Plans for distributing through agreements with commercial publishers are in the formative stage. Commercial publishers have been invited to submit bids to reproduce and distribute certain products. On the basis of such bids, NCEMMH will award contracts transferring reproduction and distribution rights to commercial firms. NCEMMH has released several requests for proposals (RFPs) to commercial publishers this year.

Whenever possible, MMT seeks to bring authors-developers-originators together with commercial publishers, so that good materials for the education of the handicapped can be made available to educators and handicapped learners through existing commercial channels. NCEMMH invites and welcomes inquiries not only from developers of child-use and teacher training materials, but also from publishers interested in bringing out such materials.

MMT Provides Technical Assistance to Developers

A growing service of MMT is its technical assistance to media and materials (product) developers of child-use and media training materials. Service to these product developers ranges from assistance provided by telephone to site visits for in-depth planning. Staff members of MMT are available to answer questions and offer suggestions and/or alternatives if NCEMMH cannot provide direct assistance. It must be emphasized that these technical assistance services are provided for product developers who are developing products which are specifically designed as child-use products for handicapped learners or media training products for instructors of the handicapped.

Technical assistance is offered in the following specific areas: distribution plan development; technical media consultation; packaging considerations; market analyses; legal requirements and considerations to ensure distribution; assistance with publisher contacts; and competitive product searches. To use this service, please send a brief written request to the following address: Technical Assistance, MMT, National Center on Educational Media and Materials for the Handicapped, The Ohio State University, Columbus, Ohio 43210.

How Materials Are Chosen

Before NCEMMH places a product for handicapped learners into distribution, the product must go through a carefully planned series of review evaluations to assure that it meets standards for distribution. Each accepted product has been reviewed thoroughly by subject-matter specialists, individuals with expertise in the handicapping condition of the learner, audiovisual technicians, editors, and other professionals as appropriate. Some evaluations are conducted by staff members at the Na-



Good Learning Resources Can Bring Success

The handicapped learner shown in these drawings from one of the new NCEMMH materials listed in this issue looks discouraged and frustrated at first, and then happy and pleased at his learning success. (From *Workshop: Creating Instructional Materials for Handicapped Learners*, page iv.) The drawings symbolize the aim of NCEMMH to provide learning resources for handicapped learners.

tional Center and others by professionals at the Specialized Offices. Consultants throughout the United States may serve on such review boards.

In the reviews, questions such as the following are considered: (1) Is there a need and therefore a market for the product? (2) Has the developer submitted a complete and technically reproducible item, and can it be reproduced at a cost that will allow those who would use it to buy or rent the product? (3) Is substantive factual matter accurate and adequate? (4) Is the item appropriate for its intended audience of handicapped learners? (5) Is the item adequate in terms of educational technology? (6) Are all audiovisual components of good technical quality? (7) Have all legal requirements been observed, such as obtaining permission to quote from copyrighted material? (8) How much editorial revision is needed? (9) What is the marketing feasibility?

Once an item has been reviewed and selected, it may take several months before it can be offered for sale, because of the time needed to edit it and prepare it for printing and/or for reproduction of audiovisual parts.

MMT to Analyze Market for Instructional Materials

MMT is developing the capability to collect and provide special education marketing data for the development and distribution of child-use and media training materials. Collecting such market data will enable NCEMMH to increase knowledge of the special education market in terms of size, diversity, and needs; to obtain information useful to product developers of media and materials for the handicapped; to identify areas requiring product development; to identify modifications necessary for design specifications of products; and to identify distribution patterns for products designed for specific handicapped learners.

The National Center's market information requirements are subdivided into three categories: general market information, product specific information, and distribution information. (1) General market information concerns what media and materials are in use with the handicapped, the curricular context of media and materials use, the instructional characteristics of the handicapped population, and what media and materials are needed to meet the instructional needs of handicapped learners. The information obtained is useful in identifying areas of potential or needed media and materials development. (2) Product specific information concerns the deficiencies in media and materials currently being used with the handicapped, and identifies needed design specifications to be incorporated into new products to accommodate the various handicapping conditions. The information obtained is used to advise product developers of modifications required in product development and design. (3) Distribution information describes where the target population is and how to reach it. The information obtained is used to increase the ability of distributors to reach a target population with products specifically developed to assist in the instruction of the handicapped.

Collecting and analyzing marketing information are complex, time-consuming, and costly tasks. The long-term benefit to those working for the improvement of educational opportunities for the handicapped will be the availability of better media and materials designed to meet the instructional needs of handicapped learners. If you have an interest in media and materials for the handicapped and would be willing to take the time to provide us with information about the handicapped learners you are working with, we would appreciate your assistance. Send your name, position, name of school or school district, and full address, including ZIP code, to: Marketing, MMT, National Center on Educational Media and Materials for the Handicapped, The Ohio State University, Columbus, Ohio 43210. Please enclose a self-addressed label or envelope. We will provide guidelines to assist in responding.

Information Services (IS)



IS Answers Questions

The basic work of the Information Services section of the National Center is to answer questions. (In other words, in comparison to MMT's main function of making more materials available, it is the responsibility of Information Services to provide more *information about* materials and their use.)

People from every state call on NCEMMH for information about special education instructional materials. More than 12,500 letters or phone calls asking for information were answered during the past year. A random sample of the requests for such information indicates that about half come from organizations and from individuals closely connected with special education, with the remainder from school systems, individual school teachers, college professors, libraries, and others.

Special educators are often unable to locate the type of learning materials that handicapped students need. In response to the types of needs described below, Information Services attempts to help find information needed not only by individual special educators but also by other agencies and organizations.

1. Types and Sources of Child-use Instructional Materials

Suppose that a teacher of the educable mentally retarded in an elementary school asks: "I am teaching a program on mathematics and need to supplement the curriculum with audiovisual materials that teach the basic computation skills of addition and subtraction. Where can I find filmstrips and audio cassettes that would be applicable for use with my students?" This teacher has supplied the five items of information necessary so that an information specialist can make a thorough search: (1) disability or handicapping condition, (2) educational level of material needed, (3) curricular area or general content area, (4) specific concept or skills in that area, (5) format of materials needed.

NCEMMH has several means of responding to such questions.

The primary source of information will be the National Instructional Materials Information System (NIMIS), whose capabilities are described here only briefly because the January issue of *Apropos* devoted several pages to an introductory overview of what NIMIS is and does.

When it is fully operational NIMIS is expected to be the single most authoritative source of information in the United States about child-use and teacher training instructional materials in the field of special education. Each entry in the NIMIS "file" includes author, title, publisher or producer, price, and a brief abstract describing the material. The description is detailed enough to provide a clear idea about what the material contains, about its intended audience, and about how it is to be used. Most of the materials are non-print.

The January issue defines NIMIS as "a computer-based on-line interactive retrieval system specifically developed for the purpose of assisting teachers, parents, and other educators in locating information about instructional materials in the field of special education. An on-line interactive retrieval system enables an individual to converse with a computer, asking questions and getting immediate answers."

Eventually, the following types of information products will be available from NIMIS: printed indexes, printed bibliographies, catalog cards, computer print-out sheets, and microforms. Watch *Apropos* for periodic announcements concerning this service. (Incidentally, NIMIS can be consulted by means of any computer terminal that is linked with the Ohio College Library Center system in which NIMIS abstract information is stored.)

Requests for information that is not yet contained in NIMIS are answered with assistance from the best regional sources of similar information. NCEMMH maintains close ties with a file of such information located at the Texas ALRC in Austin.

NIMIS is not the only means of providing information about the sources of child-use instructional materials. Information Services maintains a file of current catalogs of publishers and producers of instructional materials. With the assistance of the New York Area Learning Resource Center, the contents of this file have been summarized and compiled in the 75-page *Publisher Source Directory*, which lists more than 1,600 publishers and producers. It is available for $1.00 from Ohio State University Press, Publications Sales Division, 2070 Neil Avenue, Columbus, Ohio 43210.

2. Types and Sources of Teacher Training Materials

NCEMMH uses the following definition of the term "training materials." It is included here so that readers of *Apropos* will have a clear understanding of what is meant by the term: "*Media, materials, and educational technology training materials are those instructional materials that purport to increase competence in the selection, utilization, design, production, or adaptation of media, materials, or educational technology*. Media and materials encompass the software (e.g., films, curricula, kits, transparencies, tapes, etc.) and the associated hardware (e.g. projectors, recorders, teaching machines, etc.) designed to support the educational process."

This definition does not include materials that train teachers how to work with handicapped students—instead, it includes only materials on how to use instructional materials and educational technology as a means of providing better education for handicapped learners.

Questions concerning such training materials are answered from the same sources of information mentioned earlier—NIMIS and the file of publishers' catalogs.

NCEMMH has also compiled an annotated list of more than seven hundred films about special education that have been produced for teachers, paraprofessionals, and parents. (No child-use films are included.) The New York ALRC has worked with Information Services in preparing this reference tool. When the file is completed, its contents will be published. Watch *Apropos* for future announcements concerning its availability.

3. Back-up Assistance for ALRCs

As is emphasized elsewhere in this issue, individuals should first seek the information they need through their local centers or their nearest ALRC, where a large proportion of such questions can be answered. However, when the Area Learning Resource Centers receive requests for information that they are unable to answer, the ALRCs forward the requests to the National Center. NCEMMH receives a steady flow of such requests and provides as much supplementary help to the ALRCs as they need. Answers are sent directly to the person who asked the question, with a copy to the ALRC.

4. Information Needed by Local Learning Resource Centers

More than eight hundred local, metropolitan, state, and regional learning resource centers in the United States serve handicapped learners. In a forthcoming series of mailings, NCEMMH is supplying all these local centers with various information packets and publications so that each local center is aware of how it can make use of the extensive services offered by the ALRC/SO/NCEMMH program. This project of Information Services is one example of how NCEMMH activities are intended to supplement local resources so that handicapped learners in all parts of the United States have access to programs which use media, ma-

terials, and educational technology resources to educate children with handicaps.

5. Information about the ALRC/SO/NCEMMH Program

Many people want to know "What services are available through the ALRC/SO/NCEMMH program? Can the program help me find assistance in my locality?" To help provide complete and current information of this sort, IS prepares and publishes *Apropos* and a growing variety of informative pamphlets about the National Center and the ALRC/SO program. *Apropos* is sent free on request to a mailing list that has grown from about two thousand in 1974 to more than twelve thousand now. Several times *Apropos* has reached more than 130,000 readers through additional lists rented from national professional organizations.

Another publication prepared by Information Services is the *NCEMMH Catalog*, a list of all materials placed into distribution by the National Center. See page 8 for an explanation of how to obtain a copy.

Persons seeking information from NCEMMH are given the name of their nearest ALRC not only if the ALRC can be of help with the immediate question, but also so that the person can contact the ALRC in the future when he or she needs similar assistance.

6. Questions Outside the Workscope of NCEMMH

Sometimes NCEMMH is unable to supply the information needed, perhaps because the question deals with matters outside the NCEMMH scope of work. Therefore, the Information Services section tries to keep informed about services offered by other agencies and organizations for the handicapped. As a result, even if IS cannot supply the specific information needed, the person asking the question generally receives the name of one or several other special education agencies or media consultants who can assist.

The NCEMMH library maintains a detailed directory of agencies serving the handicapped, lists of special education periodicals, lists of state departments of special education staff for every state, and other reference materials concerning special education, so that many general questions can be answered even if peripheral to the National Center's main work.

Coordination Services (CS)

In addition to the MMT and IS sections, the National Center has a third major section, Coordination Services, which is actively involved in a variety of activities intended to facilitate the development of the ALRC/SO/NCEMMH program into a coordinated service system. Although each of the separate units in the nationwide program must be able to function independently, their work must also intermesh with that of all the other units. Coordination Services is a catalyst through which this is accomplished.

Coordination Services acts as a central clearinghouse for sharing resources among all eighteen units in the program. In this way, NCEMMH makes available and coordinates technical assistance to meet a wide variety of needs as they arise across the country. Coordination Services provides technical assistance services concerning program and proposal development, program management and accountability, and federal funding policies and regulations.

Six Standing Committees Are Active

One means that is used effectively to bring appropriate expertise to bear on issues important to more than one unit in the ALRC/SO/NCEMMH program is the Standing Committee structure. Six Standing Committees review and recommend policies and procedures in the following areas: project administration; instructional materials development; media and educational technology training; materials distribution system; materials information system; and state program development. Staff from the Area Learning Resource Centers and Specialized Offices as well as the Bureau of Education for the Handicapped and NCEMMH serve on these committees according to their particular expertise and interest.

Meetings Serve as Forum for Coordination

Coordination Services has sponsored four major meetings involving the directors of all thirteen Area Learning Resource Centers and all four Specialized Offices, as well as representatives of the Bureau of Education for the Handicapped. These meetings served as an excellent forum for the sharing of program information and the clarification of federal policy. Gatherings like this enable each unit to benefit from successful ideas tested in other regions. In this way, methods that solve special education problems in one region can be shared with and adapted by the other regions with a minimum of duplicated effort.

Data about Nationwide Activities

Another function of Coordination Services is to produce well-organized and detailed reports on the accomplishments of the ALRC/SO/NCEMMH program. These reports contain "accountability data" generated by the Area Learning Resource Centers and the Specialized Offices. These detailed and informative reports, used primarily by the Bureau of Education for the Handicapped for internal monitoring purposes, are a prime source of statistical information about the success of the ALRC/SO/NCEMMH program. For example, the following information appeared in a recent report prepared by Coordination Services concerning the first full year of operation (Fiscal Year 1975) of the Area Learning Resource Centers:

- As a direct result of ALRC efforts in cooperation with state and local officials and administrators, 117 local learning resource centers were established, and 236 more were under development.
- ALRCs conducted some 1,100 consultations with state, intermediate, and local special educators.
- More than 28,000 participants attended training workshops sponsored by ALRCs.

(Continued from page 2)

Illinois has demonstrated that parents will involve themselves most when served by professional personnel who have been trained to work with family members in divergent, appropriate ways.

Therefore, all professional training programs must include significant course work and practicum work in the area of the professional-parent partnership. Too often the training program of the special educator completely neglects to teach him or her how to work with parents. Concomitantly, these training programs should open up their doors to parents, so it is not only the professional who is getting "educated."

The *third* proposal is to build and expand one of our major successes to date, that of early intervention.

Research on infants has established that sensorimotor learning does indeed take place from the moment of birth, and that the kind of learning which occurs is dependent on the infant's early environment. Generalizing this to the infant with the severe handicapping condition, we can readily grasp how great our responsibility is to intervene as soon as possible through systematic observation and assessment in order to pinpoint inappropriate responses. Perhaps the only educational differences between two children, one "normal" and the other not, is the precise instruction needed to teach the severely handicapped child. With early identification, early intervention, and the development of precise teaching procedures made available to teach them, the bounds of their future growth are unknown. What we need is the best professional service over a long period of time. *However, unless educators cease to place inappropriate conceptual limitations on the future growth of the severely/profoundly handicapped, these programs will never progress beyond the demonstration setting.*

Finally, as an emerging major area within special education, we—as a group of parents and professionals—must carefully resist efforts that will cause schism. Rather than boast that one methodology is superior to another, we must concentrate our efforts to bring about functional communication among those who are attempting to improve the life space of the severely handicapped child. We must rapidly disseminate the tremendous technological advances we are making in the education of these children. There can be no doubt that with a continued concerted effort, the time is soon at hand when we will see full, appropriate, and meaningful education for the child we have chosen to serve—the 24-hour handicapped child.

Sontag is branch chief of the Division of Personnel Preparation, Bureau of Education for the Handicapped, U.S. Office of Education, in Washington, D.C.

For Librarians and Information Specialists

NIMIS Data Preparation Manual, rev. ed. (January, 1976), by Mary J. Joncich, edited by Carl F. Oldsen. iv +51 pp. 8½ x 11, plastic comb bound (NC-76.401). *Price:* $2.00. *Order from:* Ohio State University Press, 2070 Neil Ave., Columbus, Ohio 43210.

Wanted: Child-use and Media Training Materials

Have you developed mediated instructional materials to meet the needs of handicapped students in your locality because nothing appropriate to their needs was available? Do the materials have the potential to be replicated and distributed to other classrooms for the handicapped? NCEMMH is looking for such child-use and media training materials to enter into national distribution for use in teaching children with any type of handicap.

To qualify for consideration, they must be (a) **child-use materials:** mediated materials such as audiovisual materials or games and related workbooks or teacher's manuals used directly with the handicapped student or (b) **media training materials:** mediated materials to increase the competency of a teacher in the use of instructional media and materials. Materials available from commercial distributors do not qualify.

How to Submit for Consideration

To submit your material for consideration, do **not** send the material itself. Instead, write a detailed description using the following outline form: (1) instructional objective(s); (2) major subject area and skill; (3) handicap group(s) for which it is appropriate; (4) interest level; (5) instructional level; (6) media format; (7) instructional setting, e.g. with an individual, with a small or large group, with or without teacher assistance; and (8) its stage of development (idea, draft, prototype, or field tested). Send the description to Media, Materials, and Educational Technology Search Committee, National Center on Educational Media and Materials for the Handicapped, Ohio State University, Columbus, Ohio 43210. Allow several weeks for acknowledgment.

Apropos

National Center on Educational Media and Materials for the Handicapped

The Ohio State University Columbus, Ohio 43210

(614) 422-7596 Center Director: S. C. Ashcroft

The National Center on Educational Media and Materials for the Handicapped (NCEMMH) in cooperation with the national system of learning resource centers, professional associations, various other public and private agencies, and interested individuals provides a comprehensive program of activities to facilitate the use of new educational technology in instructional programs for handicapped persons. NCEMMH provides leadership and service in the research and development, design, and dissemination of learning resources that are effective for the handicapped.

The Center is funded under Contract OEC-300-72-4478 by the USOE Bureau of Education for the Handicapped, Department of Health, Education, and Welfare. The contract is administered through the College of Education and the Research Foundation of The Ohio State University.

A subscription to *Apropos* is available free upon request.

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New Materials from NCEMMH

For an In-Service Workshop

Workshop: Creating Instructional Materials for Handicapped Learners. Originator: The former Northwest Special Education Instructional Materials Center (NWSEIMC), University of Oregon, 1974; reissued by NCEMMH, 1975. *Format:* Three audio cassettes; two color filmstrips; 117-page coordinator's guide for workshop leader. *Price:* $20.00. *Order from:* National Audiovisual Center, Sales Order Desk (GSA), Washington, D.C. 20409. *NAC Order No.:* 009688.

About Mainstreamed Hearing Impaired Students

Patchwork. Originator: The former Southern Regional Media Center for the Deaf, 1973; reissued by NCEMMH, 1975. *Format:* One color filmstrip; one 10-minute audio cassette, with inaudible signal for automated projection systems and audible signal for manual projection systems; 12-page booklet containing script and operating instructions. *Price:* $10.00. *Order from:* National Audiovisual Center, Sales Order Desk (GSA), Washington, D.C. 20409. *NAC Order No.:* 009949.

For Teaching Elementary Language to the Hearing Impaired

Language Arts Transparencies for Teaching Hearing Impaired Children. Originator: The former Northeast Regional Media Center for the Deaf (NRMCD), Amherst, Massachusetts, revised in 1973; reissued by NCEMMH, 1975. *Format:* One teacher's manual, vii + 60 pp., and 200 transparencies. *Price:* $120.50. *Order from:* National Audiovisual Center, Sales Order Desk (GSA), Washington, D.C. 20409. *NAC Order No.:* 009948. (Limited edition.)

Audiovisual Program about Shoplifting

What Happens When You Steal. Originator: The former Special Education Instructional Materials Center (SEIMC), University of Wisconsin, 1969; revised and reissued by NCEMMH, 1976. *Format:* One 30-minute cassette tape, with inaudible signals for automated projection systems and audible signals for manual projection systems; set of 65 color slides; one teacher's guide, iii + 20 pp. *Price:* $14.00. *Order from:* National Audiovisual Center, Sales Order Desk (GSA), Washington, D.C. 20409. *NAC Order No.:* 007716.

For Teacher Training Courses

Teaching Sight Words Using the Kinesthetic Method. Originator: The former Special Education Instructional Materials Center (SEIMC), University of Kansas, 1972; revised and reissued by NCEMMH, 1976. *Format:* One color filmstrip; one 10-minute cassette tape equipped for use with automatic or manual projection systems; teacher's guide, v + 20 pp. *Price:* $9.00. *Order from:* National Audiovisual Center, Sales Order Desk (GSA), Washington, D.C. 20409. *NAC Order No.:* 007717.

For Educable Mentally Retarded Teenagers

Coping with Menstruation. Originator: Fox Valley Special Education Instructional Materials Center, Oshkosh, Wisconsin, 1974; revised and reissued by NCEMMH, 1975. *Format:* Four audiotape cassettes; one set of 29 slides; one teacher's manual, vi + 53 pp., including 21 transparency masters. *Price:* $18.00. *Order from:* National Audiovisual Center, Sales Order Desk (GSA), Washington, D.C. 20409. *NAC Order No.:* 007714.

Bibliography on Cerebral Palsy

Cerebral Palsy and Related Developmental Disabilities–Prevention and Early Care: An Annotated Bibliography, Volume IV, compiled by Raymond R. Rembolt and Beth Roth. vi + 192 pp.; 8½ x 11; paper; indexed. Originated by the United Cerebral Palsy Associations, Inc.; first edition, issued as part of NCEMMH Reprint Series, 1976 (NC-76.901). *Price:* $2.50. *Order from:* Ohio State University Press, 2070 Neil Ave., Columbus, Ohio 43210. Prepaid orders are postpaid.

Apropos

Spring-Summer, 1976 Publication No. NC-76.602

National Center on Educational Media and Materials for the Handicapped
The Ohio State University
Columbus, Ohio 43210

How to Order Media and Materials Listed Here

Write to the distributor listed in the individual citations, and make checks payable to the distributor named. *Do not send orders to NCEMMH.* A complete catalog of NCEMMH media, materials, and publications may be obtained by writing to *NCEMMH Catalog,* Information Services, National Center on Educational Media and Materials for the Handicapped, The Ohio State University, Columbus, Ohio 43210. Please include a self-addressed label with your request for the catalog to facilitate a prompt response.

GENERAL INFORMATION

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GENERAL INFORMATION

HOUSING

Participants are housed at the Columbus Hilton Inn and Stouffer's University Inn. Any room changes desired should be arranged through the reservation desk. Checkout time is 12:00 noon.

MEALS

No group meals have been arranged. The time allotted for lunch each day should be sufficient for participants to eat on an individual basis. The Smuggler's Inn serves breakfast, lunch, and dinner, and there are other restaurants within walking distance. A guide to some of these is found in the Columbus, Ohio section of this notebook.

The Columbus, Ohio section also contains a listing of Columbus restaurants serving dinner.

Coffee, tea, and soft drinks scheduled during the daily sessions are provided at no cost to the participant.

NATIONAL CENTER OFFICE

The National Center office is located in Room 101 off the main lobby of the Hilton. It will be open from 8:00 a.m. until 7:00 p.m. A message box in the office is available for the use of participants who wish to leave messages for other participants.

PHONE AND MESSAGE SERVICE

Unless there is a special request to do so, participants will not be interrupted during meeting hours with phone calls and messages. Calls that are not immediately deliverable will be kept in the National Center office. Names of message recipients will be posted on the bulletin board outside the National Center office in the lobby.

Public pay phones are located in the lobby.

Participants wanting to make long distance calls from their room telephone should check the directions posted on the phone in the rooms.

PARKING

Free parking for guests of the Hilton Inn is provided. The parking lot at the Hilton is located outside the main entrance and around the back of the building.

PUBLIC TRANSPORTATION

Taxis for hotel guests should be arranged at the front desk.

CAR RENTAL

Avis	221-5888	Hertz	221-3000
Budget	228-1058	National	224-3460

More agencies available beginning on page 107 of the Yellow Pages in the telephone book.

CHECK CASHING

The registration desk at the Hilton will cash a check for a maximum of $20, depending on the availability of money at the desk.

The Ohio National Bank at 2941 Olentangy River Road will cash out-of-town checks. Let them know you are with the Symposium at the Hilton Inn then wait to see an officer of the bank and he/she will OK the check. Master Charge may also be used.

The City National Bank 24 Center is located at 3380 Olentangy River Road. The machine will accept Bank 24 and BankAmericard cards.

BEAUTY SALONS

Beauty salons are listed in the Yellow Pages of the Columbus Telephone Directory beginning on page 149.

LIQUOR SALES

The Hilton Inn sells liquor by the bottle. Liquor is also available at State Liquor Stores located at 1801 Kingsdale Center and 2659 North High Street.

LAUNDRY AND DRY CLEANING

Laundry and dry cleaning services are available through the Hilton Inn.

AIRLINES

Allegheny	237-1531	TWA	221-6411
American	228-3211	United	228-4751
Delta	228-6000		

Delivering Appropriate Instructional Materials to the Handicapped Learner: Systems and Processes

AGENDA

Monday, July 19, 1976

12 noon - 2:30 p.m. REGISTRATION *Hilton Lobby*

2:45 p.m. WELCOME *Voyager Room*

The Ohio State University College of Education

Thomas M. Stephens
Chairman
Faculty for Exceptional Children

National Center on Educational Media and Materials for the Handicapped (NCEMMH)

S. C. Ashcroft
Director

Overview of Symposium

Robert E. Stepp, Jr.
Project Director
Specialized Office for the Deaf and Hard of Hearing

3:00 p.m. INSTRUCTIONAL MATERIALS: PRODUCTS OR PROCESSES

Kenneth P. Komoski
Executive Director
Educational Products Information Exchange Institute

4:00 p.m. COFFEE BREAK

4:15 p.m. DISCUSSION GROUPS

Participants please attend the group circled below

Group A	Patrick Donaghy Vice President & Director Education Division Charles E. Merrill Publishing Company	*Buccaneer Room*
Group B	Susan S. Klein Senior Research Associate National Institute of Education	*Voyager Room*
Group C	Sivasailam Thiagarajan Assistant Director Center for Innovation in Teaching the Handicapped	*Schooner Room*
Group D	Wayne D. Lance Director Northwest Area Learning Resource Center	*Anchor Room*

5:30 p.m. EVALUATION
(see Papers and Notes Section in Notebook)

5:35 p.m. ADJOURN

MEDIA DEMONSTRATIONS

Each of the demonstrations will be given three times.

7:30 p.m. Participants select one of the following

A. *New and Tried and True Materials for Learners with Visual Learning Disabilities* — *Buccaneer Room*

Amie L. Dennison
Librarian & Abstract Supervisor
Special Office for the Visually Impaired
American Printing House for the Blind

B. *New and Tried and True Materials for Learners with Auditory Learning Disabilities* — *Voyager Room*

Robert E. Stepp, Jr.
Director
Specialized Office for the
Deaf and Hard of Hearing

C. *New and Tried and True Materials for Other Learning Characteristics* — *Schooner Room*

Jean K. Elder
Coordinator
Specialized Office Three
Wisconsin R & D Center

8:00 p.m. MEDIA DEMONSTRATIONS, con't.

Participants select one of the following

A. *New and Tried and True Materials for Learners with Visual Learning Disabilities* — *Buccaneer Room*

B. *New and Tried and True Materials for Learners with Auditory Learning Disabilities* — *Voyager Room*

C. *New and Tried and True Materials for Other Learning Characteristics* — *Schooner Room*

8:30 p.m. MEDIA DEMONSTRATIONS, con't.

Participants select one of the following

A. *New and Tried and True Materials for Learners with Visual Learning Disabilities* — *Buccaneer Room*

B. *New and Tried and True Materials for Learners with Auditory Learning Disabilities* — *Voyager Room*

C. *New and Tried and True Materials for Other Learning Characteristics* — *Schooner Room*

9:00 p.m. EVALUATION
(see Papers and Notes Section in Notebook)

9:05 p.m. ADJOURN

Tuesday, July 20, 1976

9:00 a.m. DEVELOPING INSTRUCTIONAL MATERIALS FOR THE HANDICAPPED

Split Sessions
Participants please attend the group circled below

Group A — *Buccaneer Room*

Session Opening

S.C. Ashcroft

Principles and Realities of Developing Instructional Materials for the Handicapped for Non-Commercial Distribution

Gerald J. Green
Coordinator
Fox Valley Special Education
Instructional Materials Center

Group B — *Schooner Room*

Session Opening

Robert E. Stepp, Jr.

Principles and Realities of Developing Instructional Materials for the Handicapped for Commercial Distribution

Robert F. O'Reilly
Director
Changing Times Education Service

10:20 a.m. COFFEE BREAK

10:45 a.m. DEVELOPING INSTRUCTIONAL MATERIALS FOR THE HANDICAPPED

Split Sessions
Participants please attend the group circled below

Group A — *Schooner Room*

Principles and Realities of Developing Instructional Materials for the Handicapped for Commercial Distribution

Robert F. O'Reilly
Director
Changing Times Education Service

Group B — *Buccaneer Room*

Principles and Realities of Developing Instructional Materials for the Handicapped for Non-Commercial Distribution

Gerald J. Green
Coordinator
Fox Valley Special Education
Instructional Materials Center

12 noon LUNCH

AREAS OF CONCERN IN DEVELOPING AND MARKETING PRODUCTS

Each presentation will be made three times.

1:30 p.m. Participants select one of the following

Group A — *Buccaneer Room*

Legal Considerations and Procedures

Barry L. Katz
Education Program Specialist
Bureau of Education for the Handicapped

Group B — *Schooner Room*

Clearances/Releases

Donald Jordan
Audiovisual Coordinator
U.S. Office of Education

Group C — *Mariner Room*

Copyright/Licensing

Morton W. Bachrach
Copyright Program Officer
National Institute of Education

AREAS OF CONCERN IN DEVELOPING
AND MARKETING PRODUCTS, con't.

2:20 p.m. Participants select one from the following

Group A	*Legal Considerations and Procedures*	*Buccaneer Room*
Group B	*Clearances/Releases*	*Schooner Room*
Group C	*Copyright/Licensing*	*Mariner Room*

3:05 p.m. COFFEE BREAK

AREAS OF CONCERN IN DEVELOPING
AND MARKETING PRODUCTS, con't.

3:30 p.m. Participants select one from the following

Group A	*Legal Considerations and Procedures*	*Buccaneer Room*
Group B	*Clearances/Releases*	*Schooner Room*
Group C	*Copyright/Licensing*	*Mariner Room*

4:15 p.m. EVALUATION
(see Papers and Notes Section of Notebook)

4:20 p.m. ADJOURN

5:00-6:00 p.m. SOCIAL HOUR — *Voyager Room*
(Cash Bar)

7:30 p.m. WORKSHOP ON PRODUCTION STANDARDS FOR DISTRIBUTION

Participants select three of the five sessions offered
(Schedule of Presentations Follows)

Group A *Structure, Illustration and Design of Materials*

Alice Kay
Manager, Special Editorial Services
Scott, Foresman and Company

Group B *Audio Materials*

John Lord
Technical Service Manager
DuKane Corporation

Group C *Photographic Materials*

Arthur E. Florack
Sales and Engineering Representative
Eastman Kodak Company

Group D *Video Materials*

Mark D. Aydelotte
Director of Operations
Smith-Mattingly Productions Ltd.

Group E *Realia*

Kathleen M. Hurley
Director - Marketing
Developmental Learning Materials

7:30-8:10 p.m.

Group A	*Structure, Illustration and Design of Materials*	*Buccaneer Room*
Group B	*Audio Materials*	*Rum Runner Room*
Group C	*Photographic Materials*	*Mariner Room*

8:15-8:55 p.m.

Group A	*Structure, Illustration and Design of Materials*	*Buccaneer Room*
Group D	*Video Materials*	*Schooner Room*
Group E	*Realia*	*Anchor Room*

9:00-9:40 p.m.

Group B	*Audio Materials*	*Rum Runner Room*
Group C	*Photographic Materials*	*Mariner Room*
Group D	*Video Materials*	*Schooner Room*
Group E	*Realia*	*Anchor Room*

9:40 p.m. EVALUATION
(see Papers and Notes Section of Notebook)

9:45 p.m. ADJOURN

Wednesday, July 21, 1976

8:45 SESSION OPENING *Rum Runner Room*

Robert E. Stepp, Jr.

8:55 a.m. NEW PLAN AND DESIGN FOR THE BUREAU OF EDUCATION FOR THE HANDICAPPED MARKETING AND DISSEMINATION ACTIVITIES

H. Ray Hoops
(formerly Special Assistant to the Chief of Research Bureau of Education for the Handicapped)

9:55 a.m. COFFEE BREAK

10:15 a.m. COMMERCIAL PUBLISHERS AND THE "NEW" SPECIAL EDUCATION MARKET

Panel Moderator: Don Erickson
Director
CEC Information Services and Publications
Council for Exceptional Children

Panel Members: Gordon B. Bleil
President
Edmark Associates

Victor E. Fuchs
Assistant Director
National Center on Educational Media and Materials for the Handicapped

Edward J. Meell
Editorial Director
McGraw-Hill Films
(Past President, Association of Media Producers)

John J. Opperman
Coordinator
Instructional Resource Center
(President, Association for Special Education Technology - Division of Association of Educational Communications and Technology)

11:45 a.m. EVALUATION
(see Papers and Notes Section of Notebook)

11:50 a.m. LUNCH

1:15 p.m. RECOMMENDATIONS FOR DELIVERING APPROPRIATE INSTRUCTIONAL MATERIALS TO THE HANDICAPPED

Discussion Groups
Participants please attend the group circled below

Group A — *Buccaneer Room*
Mary Elizabeth Andrews
Consultant
Edmark Associates

Group B — *Voyager Room*
E. L. Richardson
Director
Special Office for Materials Distribution

Group C — *Schooner Room*
Wendell Shackelford
Chairman
Guidance Associates, Inc.

Group D — *Anchor Room*
Dainey D. Lege'
Chief Consultant
Instructional Resources
Texas Education Agency

2:15 p.m. — *Rum Runner Room*
REPORTS FROM
DISCUSSION GROUPS AND WRAP-UP

S. C. Ashcroft

3:25 p.m. EVALUATION
(see Papers and Notes Section of Notebook)

3:30 p.m. ADJOURN

SYMPOSIUM ON DELIVERING APPROPRIATE INSTRUCTIONAL MATERIALS
TO THE HANDICAPPED LEARNER:
Systems and Processes

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COLUMBUS, OHIO

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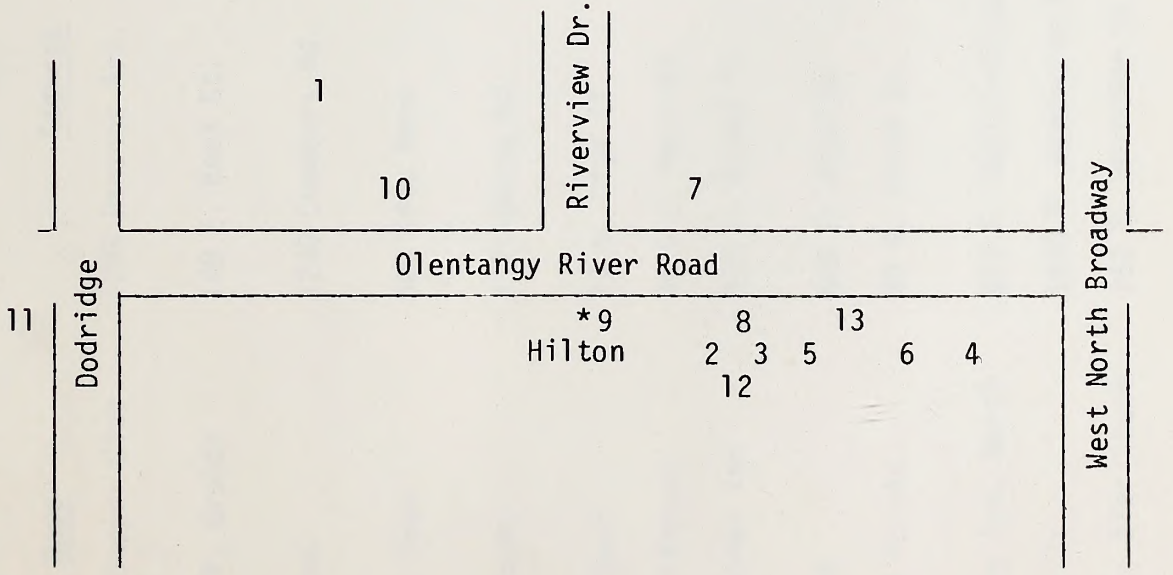
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LUNCH LOCATIONS
WITHIN WALKING DISTANCE

1.	Apartment Lounge	2933 Olentangy River Road
2.	Blue Lotus	3130 Olentangy River Road
3.	Burger King	3200 Olentangy River Road
4.	Frisch's	3400 Olentangy River Road
5.	Glass Bar	3134 Olentangy River Road
6.	Miller's	3140 Olentangy River Road
7.	Lum's	3121 Olentangy River Road
8.	Royal Inn	3232 Olentangy River Road
9.	Smugglers Inn	3110 Olentangy River Road
10.	Stouffer's	3025 Olentangy River Road
11.	Tiffanys	395 West Dodridge
12.	Village Inn Pizza	3120 Olentangy River Road
13.	Bononza	3370 Olentangy River Road



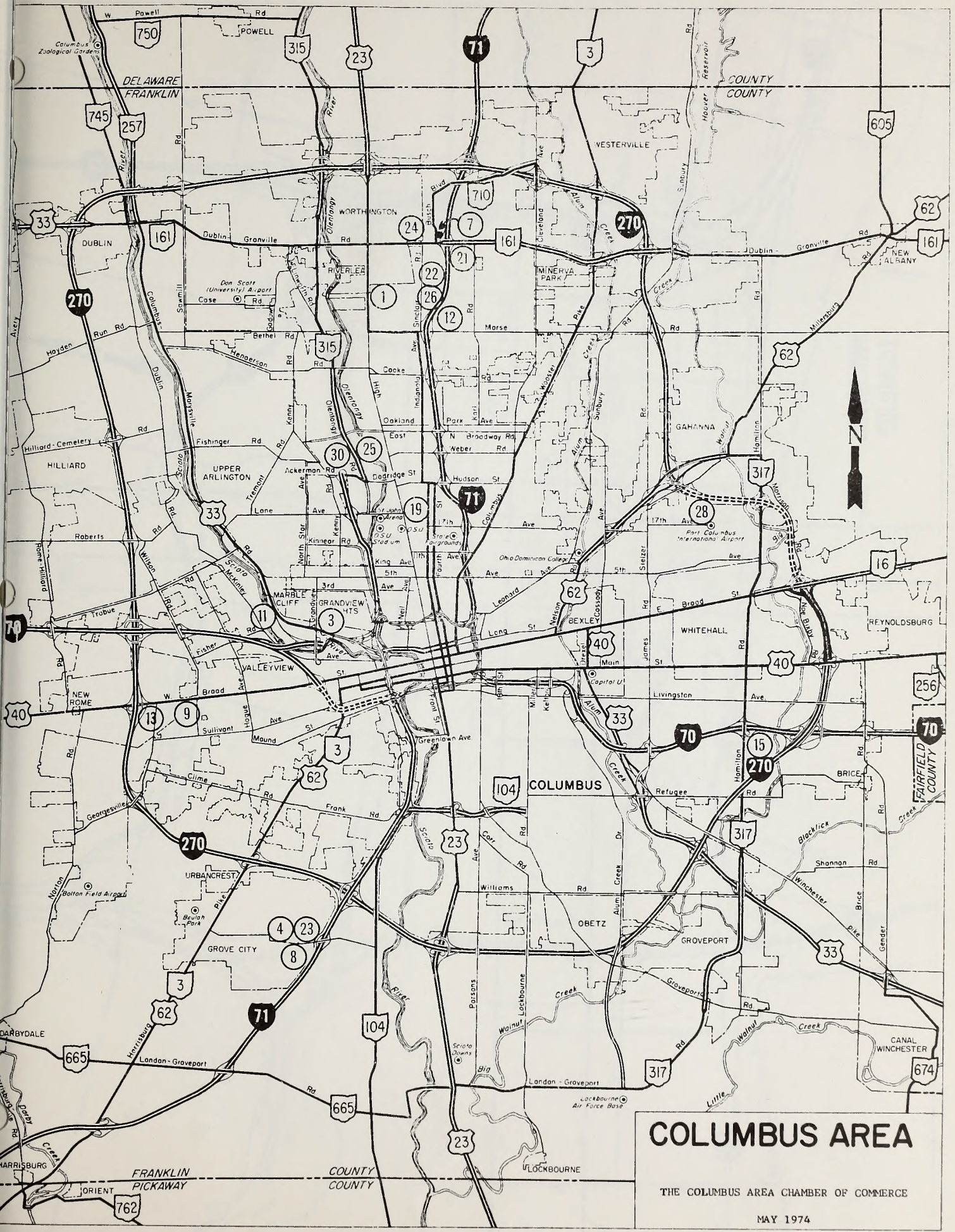
RESTAURANTS AND NIGHT LIFE

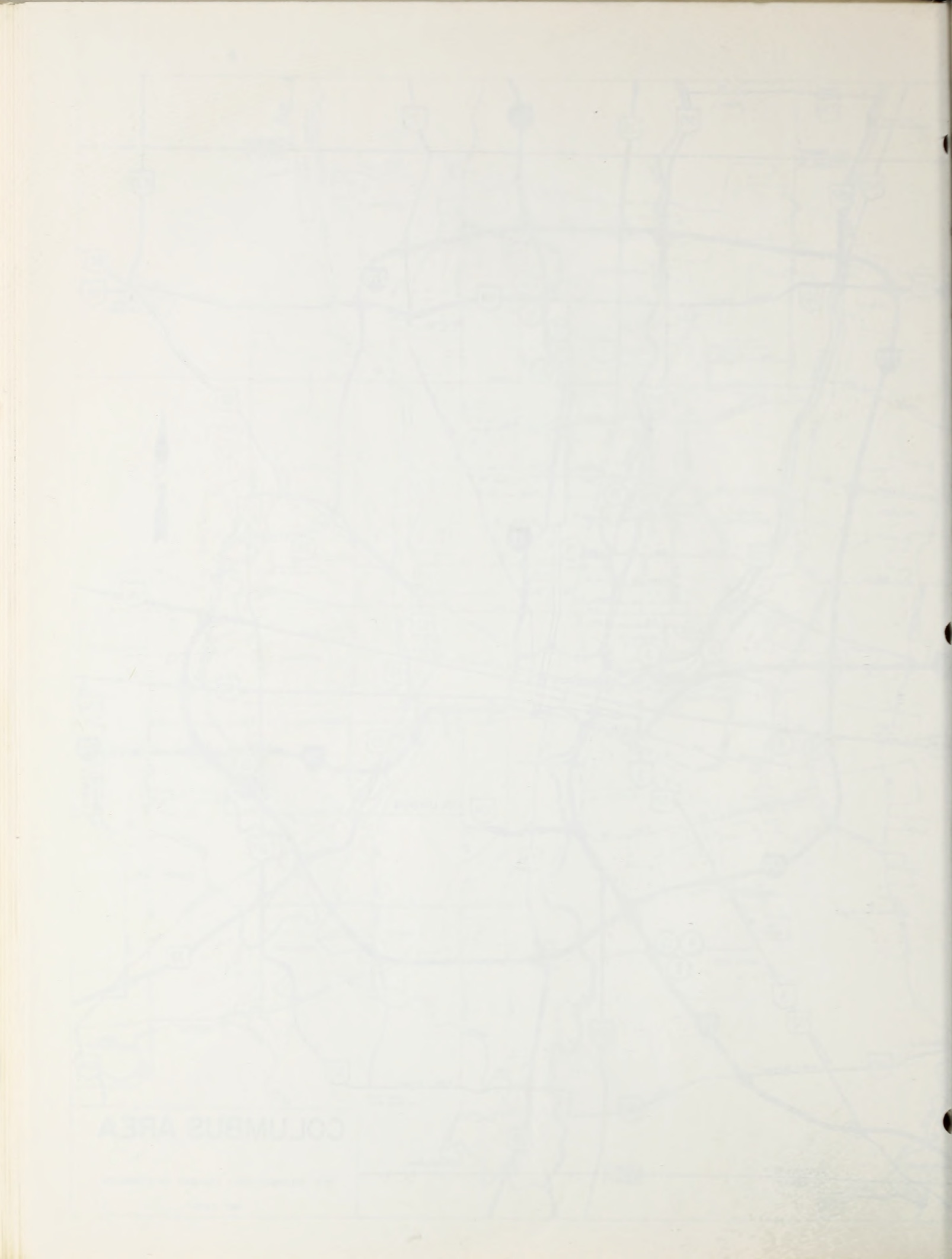
Name	Address	Phone	Comments	Area
Aegean Supper Club	1295 Parsons Ave.	445-9530	Grecian cuisine; belly dancer	South
Albert P. Grubbs	169 E. Beck St.	228-5247	Very informal, specialize in Kosher food	German Village
Aspen Inn	1200 Chambers Rd.	486-5909	Steak, lobster, reasonably priced	Northwest
Bavaria Haus	489 City Park	221-6157	Authentic German atmosphere, cozy	German Village
Brown Derby	1321 Morse Rd.	261-0242	Pleasant atmosphere, good food	North
Bull & Bear	12 N. High St.	224-2122	Exotic dancers	Downtown
The Charthouse	3015 E. Main St.	231-3015	Delicious dining	East
Christopher Inn	300 E. Broad St.	228-3541	Nice atmosphere; indoor poolside lounge	Downtown
Clarmont	684 S. High St.	443-1125	Great steaks	South
Compass Points	50 N. Third St.	228-6060	Buffet and à la carte dining atop Sheraton Hotel	Downtown
Coventry Inn, North	810 E. Dublin-Granville Rd.	888-3892	Dining and dancing	North
Da Vinci's	1820 W. Henderson Rd.	451-5147	Homemade Italian food	Northwest
Deibel's Bier Stube	263 E. Whittier St.	444-1660	Fun, informal, good food	German Village
Del Matto's	4882 E. Main St.	866-0650	Italian cuisine	East
Ding Ho	3741 W. Broad St.	276-4395	Good Cantonese food, informal atmosphere	West

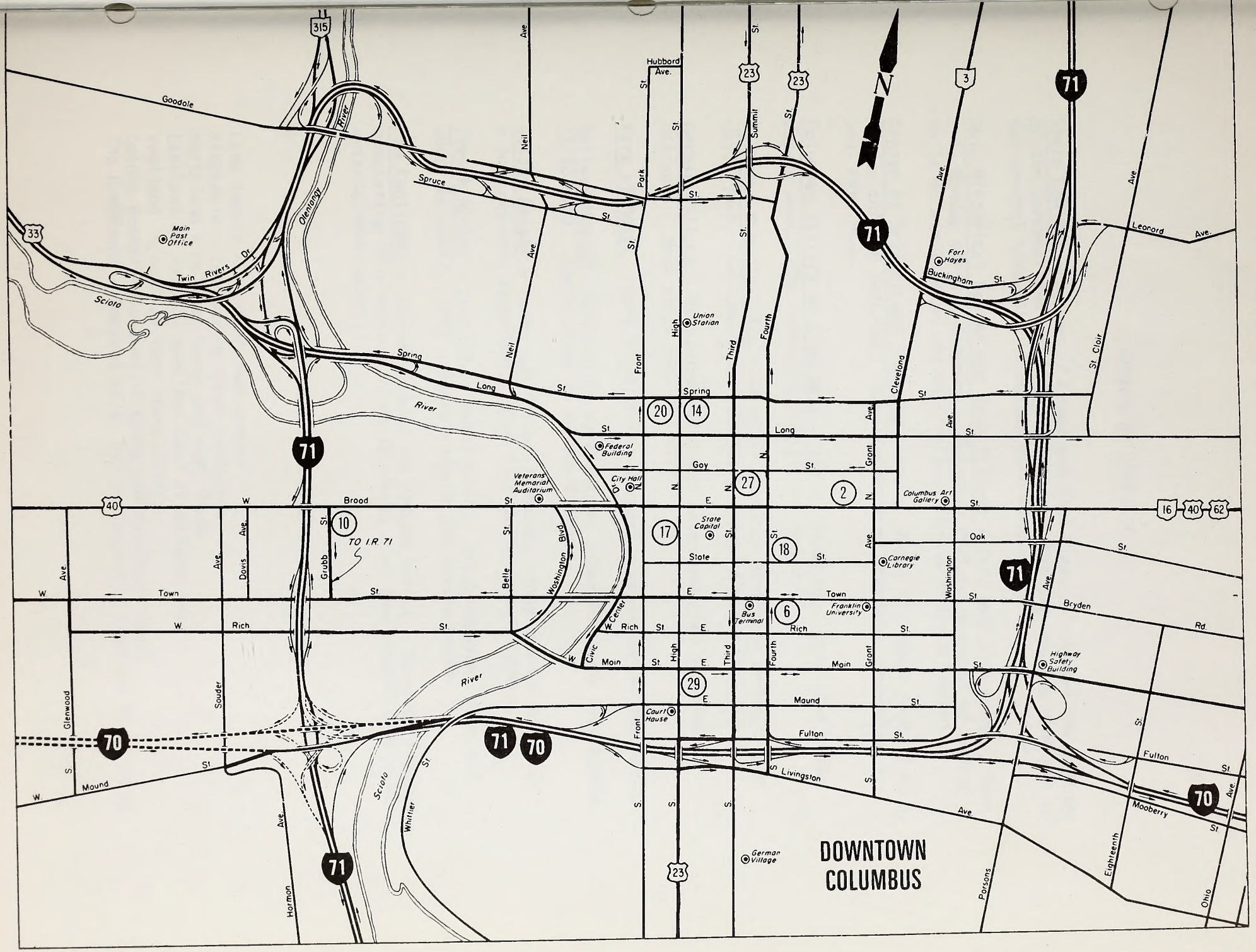
Name	Address	Phone	Comments	Area
Engine House #5	121 Thurman Ave.	443-4877	Great atmosphere, specializing in seafood	German Village
Fontanelle	166 Graceland Blvd.	888-5012	Good food, New Orleans atmosphere	North
Friday's	4540 Kenny Rd.	459-1414	Swinging, fun place, good food	Northwest
The Gallery	83 S. Fourth St.	464-0412	Quiet, dark, good food, drinks	Downtown
Garden Gallery	2440 E. Dublin-Granville Rd.	891-1502	Specialty--rack of lamb	North
Geem Loong	1773 W. Fifth Ave.	486-9651	Informal, Cantonese food	Northwest
Gourmet Room	1483 Olentangy River Rd.	291-7755	Delightful meals for the connoisseur	Nortwest
Hospitality Inn	I-71 and Rt. 161	888-4300	Fondue a specialty	North
Inner Circle	559 S. High St.	221-8953	Elegant dining, unique atmosphere	German Village
Jai Lai	1421 Olentangy River Rd.	294-5111	Spanish motif, exceptional food	Northwest
Japanese Steak House	270 E. Town St.	228-3030	Oriental food, very good	Downtown
Jong Mea	747 E. Broad St.	235-1883	Authentic Cantonese food	Downtown
Kahiki	3583 E. Broad St.	237-5425	Polynesian dining, nice gift shop	East
La Bota	1120 Dublin Rd.	486-1069	Mexican food, dancing	West

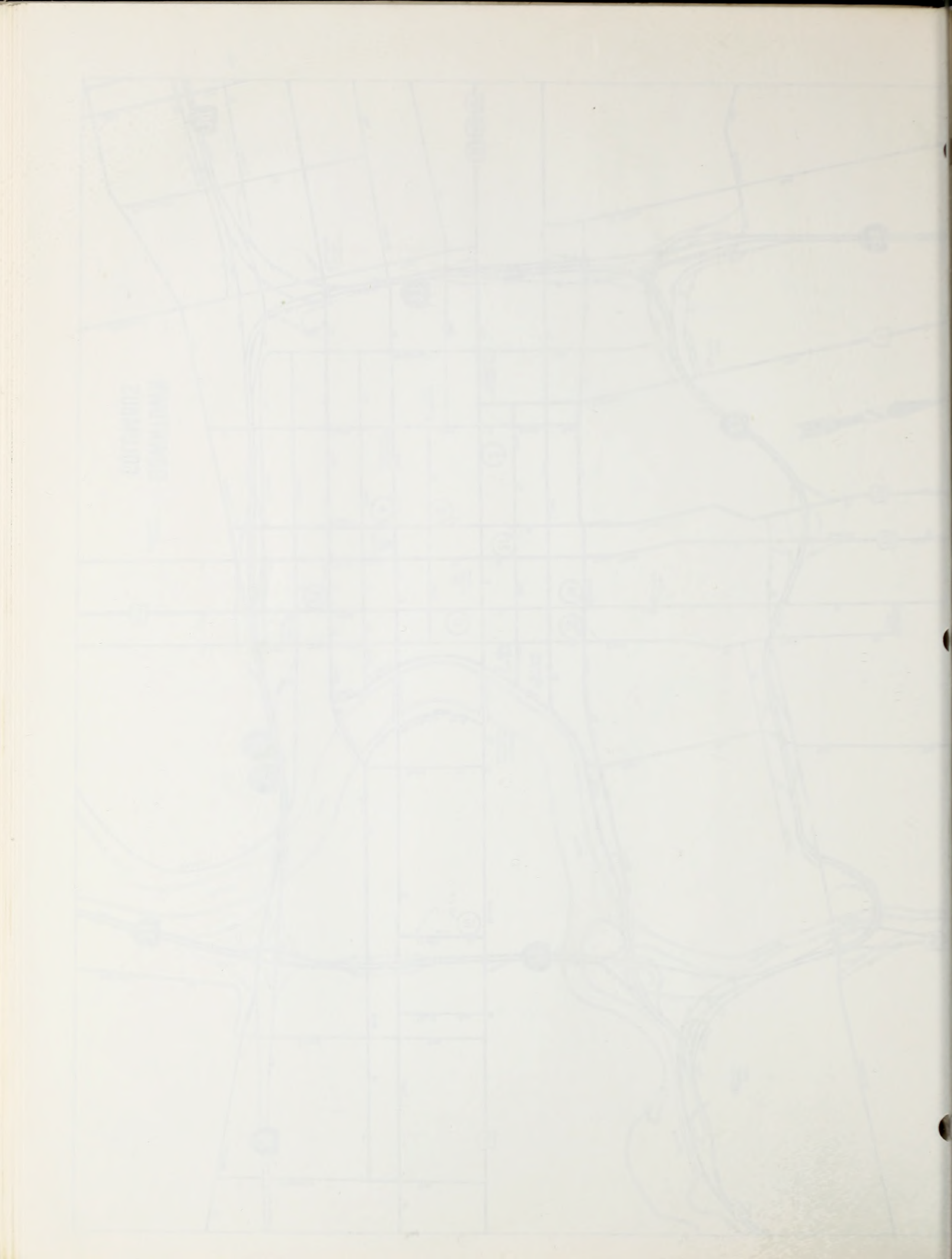
Name	Address	Phone	Comments	Area
La Scala	4199 W. Dublin-Granville Rd.	889-9431	Nice atmosphere, excellent food	West
Leather Bottel	66 E. Lynn	224-6600	Good food, fun place	Downtown
Marriott Inn	2124 S. Hamilton Rd.	861-7220	Good food, entertainment	East
Max & Erma's Cafe	739 S. Third St.	444-0917	Informal, good drinking and eating	German Village
Militello's	4510 Kenny Rd.	451-1065	Italian cuisine	Northwest
Neil House	41 S. High St.	221-5221	Good food, good locale	Downtown
Pewter Mug	1048 Morse Rd. 88 E. Broad St.	885-1234 221-8142	Dark, very good food	North Downtown
The Place Upstairs	595-1/2 S. Third St.	228-8861	Unique atmosphere	German Village
Presutti's	1692 W. Fifth Ave.	488-0795	Great Italian food, fine hospitality	Northwest
Ricardo's	1465 Oakland Park Ave.	263-9049	Marvelous Italian cuisine	North
Schmidt's Sausage Haus	1468 Morse Road 240 E. Kossuth St.	888-5766 444-6808	Homemade meat and pastry, entertainment nightly	North German Village
Scot's Inn	4900 Sinclair Rd.	846-0300	Entertainment nightly	North
Seafood Bay	1266 W. Fifth Ave.	488-0066	Fresh fish and lobster	Northwest
Stage Door	900 E. Dublin-Granville Rd.	846-6520	Film studio motif, good food, entertainment	North
Steak & Ale	1991 Henderson Rd. 4625 Maize Rd.	459-0111 261-7125	Excellent steaks and salad bar	Northwest North

Name	Address	Phone	Comments	Area
Stouffer's	3021 Olentangy River Rd.	267-0355	Very good food, entertainment in Grog Shop	North
Suburban Steak House	1130 Dublin Road 433 S. Hamilton Rd.	486-0684 236-8521	Magnificent roast beef	West East
Suite 61	6161 Busch Blvd.	885-2248	Elegant dining, excellent food, preparation at table	North
Tommy's	1350 W. Lane Ave.	486-2969	Great pizza, subs, spaghetti, lasagna	Northwest
Top of the Center	100 E. Broad St.	221-5555	Beautiful view of city, very good food	Downtown
Top Steak House	2891 E. Main St.	231-8238	Superb steaks, wine	East
Victoria Station	1691 E. Dublin-Granville Rd.	846-9500	Dine in train car	North
Water Works	225 N. Front St.	224-2444	Bathtub dining, lively atmosphere	Downtown
Windward Passage	4739 Reed Rd.	451-2497	Enjoyable atmosphere, good food	Northwest
Wine Cellar	1777 E. Dublin-Granville Rd.	885-0016	Delicious food, excellent wine selection	North


COLUMBUS
DELAWARE COUNTY
FRANKLIN COUNTY
FAIRFIELD COUNTY
PICKAWAY COUNTY
DUBLIN
WORTHINGTON
WESTERVILLE
NEW ALBANY
HILLIARD
UPPER ARLINGTON
GRANDVIEW HTS
MARBLE CLIFF
VALLEYVIEW
NEW ROME
URBANCREST
GROVE CITY
GROVEPORT
OBETZ
WHITEHALL
REYNOLDSBURG
GAHANNA
MINERVA PARK
RIVERLEA
BEXLEY
DARBYDALE
HARRISBURG
ORIENT
LOCKBOURNE
CANAL WINCHESTER
BRICE
Columbus Zoological Gardens
Don Scott (University) Airport
Bolton Field Airport
Lockbourne Air Force Base
Port Columbus International Airport
Ohio Dominican College
Capital U
OSU
Ohio State Fairgrounds
Scioto Downs
Beulah Park
N
COLUMBUS AREA
THE COLUMBUS AREA CHAMBER OF COMMERCE
MAY 1974




DOWNTOWN
COLUMBUS
N
315
33
40
23
3
71
70
16
62
Goodale
Spruce
Long
Spring
Broad
Town
Rich
Main
Mound
Fulton
Livingston
Mooberry
Bryden
Rd.
Leonard
Ave.
Buckingham
St.
Ook
St.
Scioto
River
Olentangy
Twin Rivers Dr.
Main Post Office
Union Station
Federal Building
City Hall
Veterans Memorial Auditorium
State Capital
Court House
Bus Terminal
Carnegie Library
Franklin University
Columbus Art Gallery
Fort Hayes
Highway Safety Building
German Village
TO I.R. 71
Hubbard Ave.
Summit St.
Neil Ave.
Park St.
High St.
Front St.
Third St.
Fourth St.
Cleveland Ave.
St. Clair Ave.
Grant St.
Washington Blvd.
Grubb St.
Belle St.
Davis Ave.
Souder Ave.
Glenwood Ave.
W. Center St.
W. Civic
Whittier St.
Hanmon Ave.
Parsons Ave.
Eighteenth Ave.
Ohio St.
20
14
27
2
17
18
6
29
10



POINTS OF INTEREST

State Capitol - *Corner of Broad and High Streets. Houses the offices of the Governor and some elective state officials and the chambers of the General Assembly. Situated on a 10-acre park.*

Ohio Historical Center and Ohio Village - *I-71 and 17th Avenue, Open 9-5, Monday through Saturday. The Ohio Village consists of houses built to simulate an old Ohio village (has a nice restaurant).*

Center of Science and Industry - *280 E. Broad St. Open from 10 to 5, Monday through Saturday. Many interesting displays, including a coal mine ride.*

Columbus Gallery of Fine Arts - *480 E. Broad St. Open 12-5 seven days a week. The community's main art center.*

Columbus Municipal Zoo - *16 miles north on Riverside Drive. Open daily 10-6. Amusement park directly across the road.*

German Village - *Historical district being restored by private citizens. Many shops and restaurants.*

Park of Roses - *3875 N. High St. Largest rose garden in the world.*

Railway Museum - *Located in Worthington. Open Saturday 1-5, Sunday, 12:30-5:30. Train rides in restored cars.*

Colony Bazaar - *Kenny and Henderson Roads. Many unusual shops in a contemporary structure. Open 10-9 daily, except Sunday.*

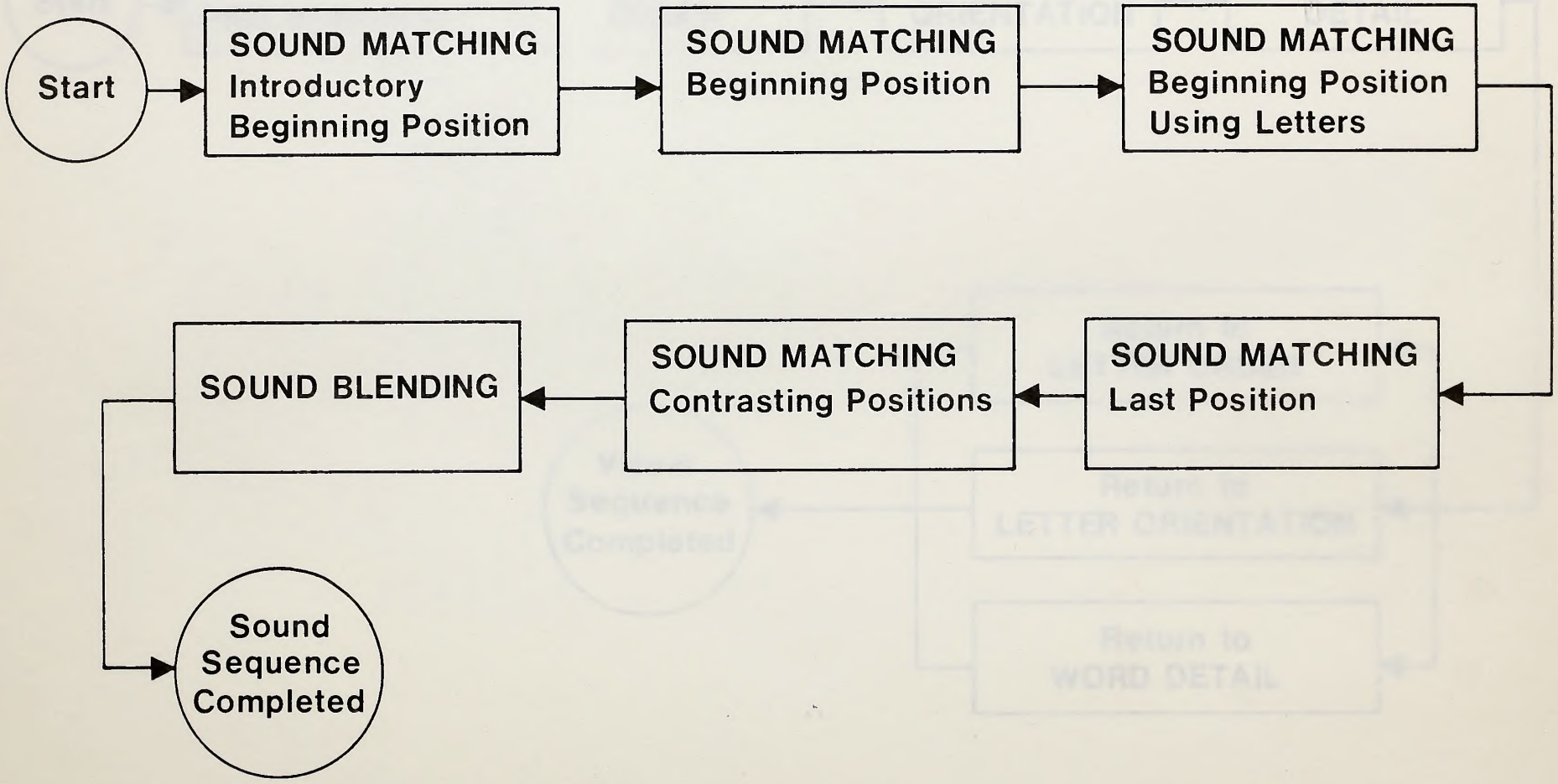
French Market - *Located on Busch Blvd. Foods imported from all over the world. Many cooking gadgets and recipe books.*

The Continent - *Located behind the French Market. European village consisting of a variety of small shops; also Faces night club with entertainment nightly.*

SHOPPING CENTERS

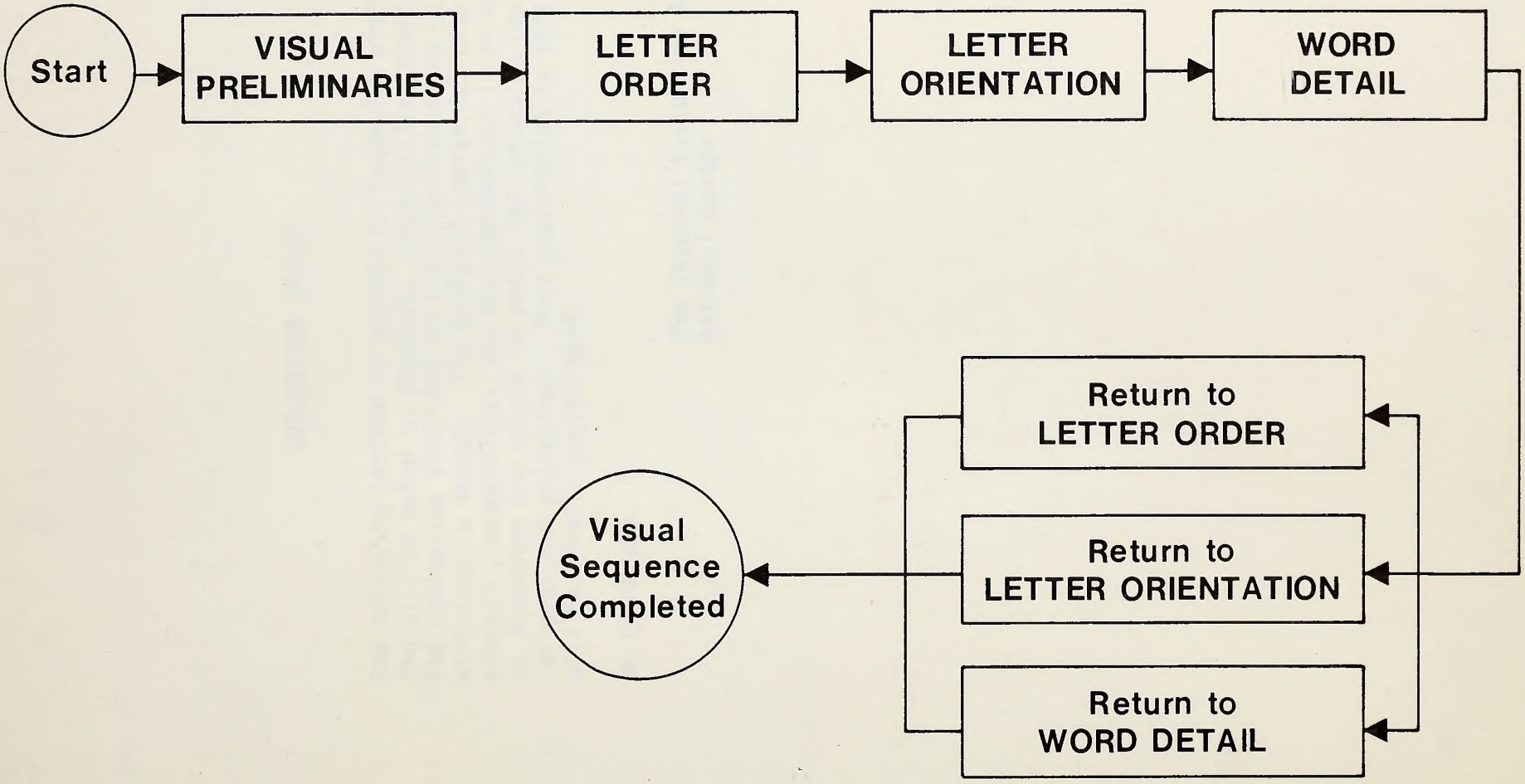
Lane Avenue - *located near campus*
Kingsdale - *located in Upper Arlington*
Northland - *mall at Morse and Karl Roads*
Eastland - *mall on Hamilton Road at Refugee Road*
Westland - *mall on West Broad Street*
Colony Bazaar - *located at Kenny and Henderson Roads*
The Continent - *located at E. Dublin-Granville Road and Busch Blvd.*

Sequence of Instruction: Sound Skills



Sequence of Instruction: Sound Skills

Sequence of Instruction: Visual Skills



EVALUATION INTENT

The following section is devoted to Symposium evaluation. You will be asked to complete, sequentially, portions of the evaluation from time to time, corresponding to natural divisions in format. The National Center solicits your comments, suggestions, and recommendations in an effort to determine the extent to which the Symposium has achieved its goal and objectives. Your cooperation in this matter will be greatly appreciated.

We thank you.

The Internal Evaluation Staff
National Center

FY 1976 SYMPOSIUM EVALUATION

Goal/Objective Attainment:

As stated for this Symposium, our major goal with two supporting objectives is of concern. Evaluation at the objective level is of primary interest.

Goal: To find and recommend ways to increase the availability and distribution of materials to the educational programs of the handicapped learner.

Objectives:

1. To encourage and facilitate development of materials for the handicapped by commercial and governmental agencies.
2. To examine and recommend where possible the production techniques which will ensure reproducibility of prototype products.

To effect your assessment of Symposium presentations and activities, use a numeral from the "key" following to indicate how well objectives (first and then the goal) were realized. Insert your numeral selection appropriately in the following. If you believe a particular session focused on one objective to the exclusion of the other, please use "N/A" for not applicable in the objective column.

"KEY"

1. Major contribution of goal/objectives attainment
2. Substantial contribution of goal/objectives attainment
3. Marginal contribution of goal/objectives attainment

NATIONAL SYMPOSIUM EVALUATION

FY 1976

Delivering Appropriate Instructional Materials
to the Handicapped Learner:
Systems and Processes

The National Center on Educational Media
and Materials for the Handicapped

Hilton Inn, Columbus, Ohio

July 19-21, 1976

****

Your assistance in providing evaluation data for our review is deeply appreciated. Similar efforts to date have afforded very worthwhile revision/addition suggestions for staff discussion. Kindly take a few minutes to complete each section of the evaluation instrument. Sections have been blocked off to correspond to "Evaluation" notes in the agenda.

****

Your Name Susan Jay Spungin

Your Relationships to the Design and Development of Instructional Materials for the Handicapped (e.g., Marketing Specialist, Supervisor of Materials Production, etc.):

National Consultant in Educ. of Visually Handicapped - AFB

Professional Affiliation (check as appropriate):

Learning Resource Centers Program (LRCP) _____
University Faculty _____
Public School Staff _____
Publisher _____
State Department of Education _____
Special Education Faculty _____
Other L American Foundation for the Blind

Agenda Item	Obj.1	Obj.2	Goal	Comments
Begin 7/19/75				
Instructional Materials: Products or Processes: (Komoski)	yes	yes	yes	Goal keynote - controversial
Discussions sessions Group				
A	poor	poor	poor	not appropriate
B				
C				
D				
(Complete to here - 5:30 p.m. 7/19/76)				
New and Tried and True Materials for Learners with ...				
A. Visual Learning Disabilities	excel	excel	excel	excellent
B. Auditory Learning Disabilities	excel	excel	excel	excellent
C. Other Learning Characteristics	fair	fair	fair	fair
(Complete to here - 9:00 p.m. 7/19/76				
Begin 7/20/76				
Principles and Realities of Developing Instructional Materials for the Handicapped for ...				
A. Non-Commercial Distribution (Green)	good	good	good	excellent - controversial
B. Commerical Distribution (O'Reilly)				

Agenda Item	Obj. 1	Obj. 2	Goal	Comments
Begin 7/19/78				
Instructional Materials: Products or Projects (cont.)	yes	yes	yes	Great results - continue!
Discussion sessions during	poor	poor	poor	Not appropriate
A.				
B.				
C.				
D.				
(Complete by June - 5:30 p.m. 7/19/78)				
Dos and Trios and Trios Materials for Learning Aids ...				
A. Visual-Learning Disabilities	good	good	good	excellent
B. Auditory Learning Disabilities	good	good	good	excellent
C. Other Learning Characteristics	poor	poor	poor	fair
(Complete by June - 5:00 p.m. 7/19/78				
Begin 7/20/78				
Principles and Facilities of Developing Instructional Materials for the Handicapped for ...				
A. Non-Commercial Distribution (Green)	good	good	good	excellent - continued
B. Commercial Distribution (O'Reilly)				

7/20/76 (continued)

Agenda Item	Obj.1	Obj.2	Goal	Comments
7/20/76 (continued)				
Areas of Concern in Developing and Marketing Products				
A. Legal Considerations and Procedures (Katz)				
B. Clearances/Releases (Jordan)				
C. Copyright/Licensing (Bachrach)				
(Complete to here 4:15 p.m. 7/20/76)				
Workshop on Production Standards For Distribution				
A. Structure, Illustration and Design of Materials				
B. Audio Materials				
C. Photographic Materials				
D. Video Materials				
E. Realia				
Begin 7/21/76				
New Plan and Design for the Bureau of Education for the Handicapped Marketing and Dissemination Activities				
Panel: Commercial Publishers and the "New" Special Education Market				
(Complete to here 11:45 a.m. 7/21/76)				

Agenda Item	Obj.1	Obj.2	Goal	Comments
7/21/76 (continued)				
Recommendations for Delivering Appropriate Instructional Materials to the Handicapped				
Groups				
A				
B				
C				
D				
Group Reports and Wrap-Up				

(Complete form 3:25 p.m. 7/21/76)

PLEASE LEAVE THIS INSTRUMENT ON THE TABLE BEFORE YOU LEAVE THE FINAL SYMPOSIUM SESSION.

IN THE EVENT THAT YOU LEAVE THE SYMPOSIUM FORGETTING TO DEPOSIT THE FORM, PLEASE FOLD AND STAPLE AS SHOWN ON THE REVERSE SIDE AND MAIL TO NCEMMH.

fold

The National Center on Educational Media
and Materials for the Handicapped
The Ohio State University
Columbus, Ohio 43210

fold

AMERICAN FOUNDATION FOR THE BLIND
15 WEST 16th STREET
NEW YORK, N.Y. 10011

SYMPOSIUM ON
DELIVERING APPROPRIATE INSTRUCTIONAL MATERIALS TO THE HANDICAPPED LEARNER: SYSTEMS AND PROCESSES

July 19-21, 1976

After the presentation by Dr. Kenneth Komoski on Instructional Materials: Products or Processes, the Symposium participants broke into small groups to discuss the issues which had been raised. Notes from the discussion groups follow:

Materials Development

- Is there an institution where teachers and other professionals can develop programs without the stigma of failure? A place where ideas can be tried and improved upon and where experimentation is encouraged?

- Trend now seems to be toward "packaging" or providing a "whole" program; this is in opposition to Komoski's view.

- Materials need to be looked at as part of the learning "continuum" (a developmental sequence of learning objectives). The continuum is the critical factor, not the individual material.

- One very critical factor is: Why are materials produced in the first place? What evidence does a producer use in making such a decision?

- If the effort to produce materials is to succeed, it cannot result in elephantine structures too large to be successful. Think small. Small can be beautiful.

Materials Evaluation

- What happens to materials once they are published? How much is done to evaluate materials? What can be done to evaluate materials? There is a feeling among publishers that companies which don't listen to feedback from representatives and educators will become extinct.

- The desire for "proven" materials seems to go to a certain point and then there is an aversion to it. Teachers want to know what has been researched and proven but do not want to be restricted to these.

- Three constraints prevent more rigorous evaluation of instructional materials:

  1. Economic feasibility from publisher's standpoint.
  2. Time factor involved from teacher's viewpoint.
  3. Economic feasibility from teacher, school viewpoint.

- What structure can be provided to systematically collect feedback? Different criteria used at the federal, state, local, and school building level used to evaluate instructional material are roadblocks to such a structure. Another problem is the sparse measurement tools and measures of objectivity that can be used to evaluate instructional materials. The responsibility of evaluating instructional materials should be a shared responsibility - but with whom?

- According to most developers summative evaluation "proves" that the material works -- and they stop because no more needs be done to improve the material. Actually that evaluation should never end.

- How can continuous evaluation be accomplished, particularly if the developer is a federally funded project? In constructing a budget, estimate the time necessary to develop an instructional material and then multiply by three to allow time and money for revision.

- How do you get teachers' feedback on the quality of material? There are many devious methods. One is to emphasize the adverse aspects and encourage negative comment; otherwise teachers say everthing's great. Example: One form gives eight pages and asks, "What are eight terrible things about this product?" And at the end of page 8, it says "What are two little good things about the product?" Encourage criticism.

- It is not just the instructional material and the student that are involved in evaluation; the teacher offers his/her own method of presentation. No material is presented in just one way. A good way to find out what is right and wrong with a material is to send it out with no developmental personnel along and an independent evaluator to do the work. The teacher is a collaborator. He/she picks and chooses from a kit what she wants and uses it as she wishes. This is the process in action. The "process" may not be feasible if it happens at the publisher level. The process should occur in the classroom and implies adaptable modifiable materials. Evaluation has no meaning; what matters is the creativity of the person who modifies a product.

Materials Selection

Who should be involved in the selection of instructional materials? There is a feeling among some educators and publishers that students should be involved in the selection process. For if adults are really the best judges of selecting materials, why then do so many materials fail in the classroom? There is a need for more pre-service and in-service training programs on the selection of instructional materials. Only three of 73 teacher-training institutions recently surveyed offer courses in this field.

- The big need is a special education specialist in instructional materials. Teachers don't have enough time; school boards need to understand this.

- Trade publications should provide space for exchange of information and ideas particularly with regard to materials adoption procedures as used across the country.

- Special education teachers seem to be more particular as to the materials they choose than are regular education teachers; also they are usually allowed to choose the materials they use, therefore they have more power and responsibility to influence the whole process.

- In the education of handicapped children -- teacher should play a very important role in the selection of materials. The handicapped children's education has to be specific and individualized -- what may work with one child may not work with another.

- Could there be an 800 telephone number that users could call for a search of instructional materials in a computer bank? This computer bank would incorporate all currently available instructional materials with abstracted information that would include local publisher representatives, etc. Publishers would be billed for this service and support it entirely.

- Classroom teachers need someone with whom to be in partnership. They need publisher representatives who can present pre- and post-test studies of instructional materials before such materials are purchased.

Other Observations

- Implications for Individualized Education Programs required by P. L. 94-142 are evident.

- There is a need for monumental changes for the teacher, the administrator, and the commercial publisher. These may take more money than there is in the defense budget! They certainly present a challenege but there may be enough money for changes that can be wrought by special education!

INSTRUCTIONAL MATERIALS: PRODUCTS OR PROCESSES

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for the

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INSTRUCTIONAL MATERIALS: PRODUCTS OR PROCESSES

The first thing I want to say to you is that you are hearing from someone who has no professional familiarity with the education of the handicapped. What I have to say to you today about instructional materials are some of my feelings and some of EPIE Institute's findings on materials used in regular classrooms.

Nevertheless, I am delighted to be with, and to speak to, a group of people concerned enough with the state of the instructional materials art to want to improve it. And I infer from the positive references made in the program to "production standards" and to "validation" of materials that product improvement is a real concern of this symposium.

However, I find that I can't fight off the uneasiness that phrases like "production standards," and "validation," cause me. This uneasiness stems from the connotations of these words, all of which seem to imply that if certain standards are applied during production, followed by "validation" of the product on a group of users, that these results will be guaranteed with other users of the product in other places and at other times. This is more than the instructional materials process can currently deliver. Hence my uneasiness. My uneasiness also stems from what I sense as a growing emphasis within both the federally-funded and privately-based sectors of the materials development field on the production and the delivery of proven (or approved) products rather than on the continuous improvement of each product and of the total instructional process, in which instructional materials play a critically important role.

I want to say a number of things to you today about the need to shift our

attention from the quest for "proven" products to the continuous improvement of instructional materials by means of improved development, selection, and use. Because I believe that only by improving all three can we significantly improve the total instructional process.

Generally speaking, instructional materials -- more than any other aspect of our national educational enterprise -- are treated by researchers, administrators, school boards, parents, and, in some ways, even by teachers and developers with a "benign neglect." The sort of neglect a harrassed and preoccupied parent can be guilty of when a child's health or happiness is not looked after, but simply taken for granted. Instructional materials have been so much a part of day-to-day educational practice that they have simply come to be taken for granted; they are a "given" in the educational equation, something analagous to the scientist's "constant" in a nonscientific social enterprise called schooling.

The few researchers (and there are very few indeed) who have studied what goes on in classrooms produce studies that tell us (when they mention materials at all) that "a standard textbook was being used"; or that "the control classes used the regular textbook and the experimental classes used instructional television". Hardly ever do we hear anything more specific about the materials -- about their specific intents, contents, their implicit or explicit goals, objectives, instructional strategies. It's as though every textbook and every instructional television program or film were the same as the next. If they are so much alike, why keep publishing and producing so many of them? If they aren't, why not find out how they differ in their internal instructional designs and in their external effects on teachers and learners? Research to date has told us little or nothing about the internal structure of these mate-

rials and how that internal structure of the material interacts with the internal neurological structures of learners to produce the changes in these structures that are commonly called learning.

A case in point is the recent, nationally prominent study carried out by economists of the Federal Reserve Bank of Philadelphia designed to find out, "Which school resources effect learning," in the schools of that city. This study did not look at instructional materials as one of the effective resources because the school system had no accurate record of what materials had been used with specific classes, (let alone with specific students). But this is not unique to the Philadelphia schools. In general school administrators (or, for that matter, school board members or parents) do not know what specific instructional materials a child is using -- unless someone with a particular axe to grind has decided that a specific material contains certain pictures, words, or ideas, that, in their view, children should not be allowed to see, read, or discuss. Otherwise instructional materials are simply taken for granted.

When it comes to teachers, taking materials for granted has a slightly different form. Recently, some 14,000 teachers in elementary and secondary schools across the country were asked by EPIE Institute what they would do if they were precluded from using the materials they were currently using in their classrooms. Overwhelmingly, teachers answered that they would simply "use other commercially available alternatives." There seems to be little doubt in the minds of an overwhelming majority of these teachers that any material they are using can be readily replaced by another, with little loss to their instructional program or to student learning. Here again, one is tempted to ask: Can it be that materials are really that much alike?

In personal interviews with individual teachers from among this national sample, one finds two reactions prevailing: Either materials are all "pretty much OK," so that it doesn't make too much difference which you use, or materials are all "pretty poor" so you're stuck with one or the other and which one really doesn't matter that much. But, these teachers also say that on the average they have only about three hours a year in which to select all the materials they will use in their teaching. Perhaps they would feel differently if they had the time to learn about, and to discriminate among, alternative materials that might better fit their teaching requirements and their students' needs.

In addition, data from these 14,000 teachers indicate that most teachers have little voice in selecting the major instructional materials they are using. Furthermore, these data also indicate that most teachers (whether or not they are given a voice in selection) receive little or no training in the use of a material once it has been selected.

Against this background of teacher attitude toward, and teacher involvement with, instructional materials, let us look at one other bit of information reported by those same 14,000 elementary and secondary school teachers. This information is that from 90 to 95 per cent of all instruction conducted in their classrooms involves the use of an instructional material of one sort or another. Putting these findings together, one gets a picture of a situation that is a bit like saying to a doctor: "although you are going to spend 90 to 95% of your time using things that are designed to help you to bring about beneficial internal changes in your patients, you will be given little time or opportunity to select what you are going to use. Nor will you be trained to use it effectively." Given this situation is it any wonder that teachers tend to view instructional materials as simply products of a competitive commercial industry?

Finally we come to those who develop and market these products. For almost three decades following World War II, commercial developers could take for granted that the yearly increase in the size of the school-age population would produce increased sales of instructional materials. During these decades of "more" -- more students, more school buildings, more sales, and, in turn, more materials -- materials developers had little reason not to take for granted: 1) the nature of the products they were producing, 2) the marketing techniques they were using, 3) the sales (and the profits) they were experiencing. They were able -- and were annually reinforced by school purchasers -- to simply keep producing more of the same sorts of materials.

Given this situation, it is surprising that any producers (commercial or otherwise) ventured to develop nontraditional materials (i.e. materials other than the hardcover text or the 30-minute narrative film). And those that have done so deserve credit for not neglecting their responsibility to move classroom instruction out of its taken-for-granted grooves. Particularly when the adoption and purchasing practices, the selection practices, and the implementation and use practices at state and local levels have been so comfortable for so long within those grooves.

These adoption and purchasing grooves are etched deep in many parts of the educational landscape. In some cases the worst of these have begun to erode and new patterns have begun to emerge. In other cases legal bulldozers have, and may still, be needed to change taken-for-granted patterns.

For instance, it has been long taken-for-granted that in order to market educational products in certain states and large school districts that a payoff of some sort or another was in order. The recent indictments for bribery of a former

commissioner of education in one large adoption state and the removal from office of specific members of the materials commission of another because of "conflicts of interest" has managed to "bulldoze" change in illegal and immoral patterns in those two states. But, in addition to the human greed that helped to establish those patterns, I think that those who were on the receiving end of those pay-offs were able to find a handy rationalization which may have served to assuage their guilt -- if, indeed, they felt any.

I would suggest that the rationalization that may have been operating in these cases was that, "it really doesn't make too much difference which product gets used because it can be taken for granted that they are all used to do pretty much the same thing, and that one product does it just about as well as another.

It is to the nature of "this same thing" that instructional materials are used "to do" that I now want to turn. I want to do this in order to examine more closely how and why so much about instructional materials is taken for granted, and also to demonstrate the ways in which this "benign neglect," has tended, in turn, to foster the benign neglect of the process of instruction in American schools. This "same thing" that instructional materials "do" in most elementary and secondary schools is to serve as a ready-made, externally acquired means of structuring classroom time and activity. And evidently instructional materials do this so well that, as already noted, teachers depend on them for structuring almost all of the day-to-day instructional time and activities of their students. Now over the years, all of this external structuring provided by materials has been very comforting to school administrators, school board members, parents, and evidently, to many teachers (i.e., very few of the 14,000 teachers we have heard from report that, if precluded from using the materials they are now using, they would take on these structuring tasks themselves, they would simply find

alternative materials to take over the task). This external structuring is comforting because it gives everybody a sense that things are organized and that they know what is going to be taught from day to day, from unit to unit, or from chapter to chapter, and from page to page. (Many parents who are uncomfortable about what's going on in school," complain that "the trouble started when they stopped using textbooks," because now "nobody knows what's being taught.") The current "back-to-basics" movement is very much a "back-to-textbooks," "back-to-external-structure" trend in many schools.

But once the "external structuring" of what is to be taught has been taken care of through the selection of materials, how does the internal, (cognitive, psychomotor and affective) structuring we recognize as learning get taken care of? The external structuring takes care of what is going to happen when; (it enables the teacher to take the kids through the prescribed curriculum in the allotted time). But the internal structuring has got to take care of how things are going to happen and be sure that they have, indeed, happened (it takes the kids through a lot of prescribed changes that add up to the learning of the curriculum.

The fact of the matter is that materials' developers don't know as much as they need to know about how to facilitate this internal or in-structuring process. But there are different things being taken for granted by different developers about this process, and particularly about who has the responsibility for the in-structuring of learning. For instance, I have gone to some pains to demonstrate that many materials developers and teachers, too, take for granted that materials are meant only to provide an external structure within which the teacher works to bring about the growth of internal structures or learning within the student. When a teacher takes the position that says: "all materials are pretty much alike", he or she is taking on more of the in-structuring task than would be

necessary, if specifically appropriate instructional materials were present. When developers take the position that they are simply supplying a general external structure for the teacher, they are walking away from their responsibility to continue to improve a material until it can carry its fair share of the in-structuring task.

Five years ago, when I testified at a Congressional hearing on the need to improve the in-structuring quality of classroom materials, my testimony was countered by an executive of a major materials producing company who told the congressmen that: "Even the best textbook can be ineffective if it is used by a bad teacher. Sometimes a great teacher can make do with practically nothing." Such a producer presumably doesn't need to improve his materials because teachers will either make them look awfully good or awfully bad. What is being implied by such a remark is that what we really need are better teachers, not better materials.

Then there are other developers who evidently feel that because better teachers are hard to come by, that it is their job to create materials with teachers' guides that are so detailed that many teachers react to them as being idiotic, insulting, or both -- perhaps because these guides provide more external structuring of the teachers' behavior than many are willing to tolerate or have time to deal with. "But," one is tempted to ask, "would such detailed teachers' materials be needed if the in-structuring quality of students' materials were constantly being improved through student feedback?

On the other hand there are some developers whose materials promise to take on the entire in-structuring task -- leaving none (or at least very little) of it to the teacher -- who is expected to play the role of classroom manager while

the in-structuring of what is to be learned takes place as the student interacts directly with a "system" of materials by reading, viewing, and manipulating them -- and then recording and evaluating the progress he or she has made as a self-instructuring learner.

I think you will agree that each of these three types of materials developers has made some important assumptions about the nature of the in-structuring of learning in the classroom and who has the responsibility for it. The first takes no responsibility for it, whatsoever; the teacher will either do it or not do it. The second assumes that teachers need help with the in-structuring task but somehow manages to insult many and overwhelm others with what well may be the wrong kind of help. The third seems to be making the assertion that: "It's the learner who does the learning, so why not create materials that learners can learn from directly." He almost seems more interested in proving what a product can do, in and of itself, than in improving the total instructional process. The first type of developer promises very little, may even deliver less, and manages to sell a great many products. The second type promises a bit more, but what he delivers tends to annoy or confuse many teachers. The third type promises a great deal, but one wonders whether his product can deliver -- or whether teachers will use it long enough to find out.

Fortunately, there is a fourth type of developer -- sometimes in the private or commercial sector, but many times not. This type of developer seems to have a very different perception of what an instructional material is, what it can become -- by constantly improving it, and most importantly, how it fits into the overall instructional process. In fact, one could describe the difference between this fourth type and the other three as being the difference between the development and installation of a process -- an ongoing service that accompanies a product, and the development and delivery of a product -- a thing.

Of course, products as things can be more easily sold than products as processes, but they can also be more easily disgarded, or left unopened on closet shelves.

The fact is that many products are found unused in closets. More often than not these products have been bought by administrators without teacher involvement -- and teachers often ignore them. Processes, (as extensions of products) if they are a real recognizable help to teachers, are not ignored by teachers. Instructional materials that are continuously improved through feedback from learners and teachers, that are accompanied by adequate teacher training are such processes. These process-centered materials, however, take more time and effort to select and use properly and are a lot more difficult to develop and market, than the traditional thing-centered products the education industry has learned to turn out and that school selection and purchasing practices are set up to buy and to use. And given the deeply etched thing-centered thinking of selectors, purchasers, school boards, and the general public regarding the nature and role of instructional materials, one wonders where the psychological, not to mention the economic, reinforcement for this fourth type of developer can come from.

Against this background of the present problems with instructional materials as I see them, I want to make four assertions and then conclude by mentioning the unique opportunity that you as educators of the handicapped have to be part of the solution to these problems:

Assertions

1. Those who say that there is not much in-structional difference between a great many of the materials on the market today are right. (That is, very few

products are really facing up to their fair share of in-structuring learning.) The differences, when they exist, are in the way different materials deal with the external structuring of time, activities and content to be covered.

2. There could be great and positive in-structional differences among these materials, if developers and publishers would face up to their continuing responsibilities to improve the in-structuring quality of their materials.

3. Until teachers and other materials selectors are willing to voice a clear dissatisfaction with the reality described in the first assertion -- and do so with dollars in the marketplace -- the new reality described in the second assertion will not be realized.

4. Given the current taken-for-granted attitudes toward instructional materials, in general, and particularly toward their selection, purchase, and use, most educators and citizens are not prepared to recognize, or to reinforce -- in the marketplace -- better developed, continuously improved, process-centered materials.

I realize that this last assertion is rather gloomy. Nevertheless, I believe that it accurately describes present reality. But I didn't come here to spread gloom. My objective has been to describe to you a reality which I believe you as educators of handicapped learners can do something to change for the better. In fact, of all the areas within education I believe that education for the handicapped is an area in which real progress toward changing the present reality can be made. I believe this to be true for two reasons:

First -- Education for the handicapped is receiving visibility and funding -- both of which can be used to give it clout in the materials marketplace.

Second -- Teachers of the handicapped are (by the very nature of the broad range of instructional problems they face) more aware of the need to have materials that are designed to help them in-struct rather than simply to help structure classroom time and activity.

The question is, however, whether people in this special area of education will take advantage of the opportunity to change the present reality regarding instructional materials, or will they -- like so many others -- continue to take both instructional materials and the reality that surrounds them for granted -- the unchanged constant in our unsolved instructional equation.

What can you do, as an educator of the handicapped, to take responsible advantage of the unique opportunity you have to effect the quality of instructional materials?

If you are a selector or a buyer of materials you can:

* be certain that the materials you select have been developed with the benefit of feedback from learners;
* request special training in the use of the material you purchase from the developer;
* request continuing support in the form of consultant help in maintaining the quality of learner performance that results from the use of the material;
* inquire as to whether the developer is continuing to gather and to use feedback from learners to revise the material and as a means of helping you and other buyers to use it more effectively.

If you are in a policy position you can:

* establish policies that require purchasers of materials to give priority to those that are developed and serviced as processes;
* establish policies that require developers to provide purchasers with specific evidence that they have used and will continue to use the process of improving their materials' effectiveness on the basis of regular feedback from learners.

If you are a materials developer you can:

* use a variety of means to find out how clearly your materials are communicating to individual learners through detailed feedback on each specific instruction to learners (use interviews and observations as well as pre- and posttests);
* use all detailed learner-based data to improve the performance of your material both during and after development -- for product revision and for consultation with users;
* make regular user (teacher training) consultation available as part of your materials marketing program on an ongoing basis -- not just as an initial selling strategy.

These are only some of the more obvious ways in which you can help improve the in-structuring of learning through the more careful development, selection, and utilization of instructional materials for handicapped learners. In addition to these examples, I am certain that each of you can think of other things to do that will better serve your specific needs as educators of the handicapped.

SYMPOSIUM WRAP-UP SESSION

Wednesday, 21 July 1976, 2:15 p.m.

Wendell Shackelford, Moderator

Recommendations and Summary

In order to give some structure to the recommendations discussion groups, the following proposition and question were formulated:

PROPOSITION: The fundamental objective of the individuals and institutions represented here and in the field of special education at large is to bring more and/or better instructional materials into effective use in classrooms.

QUESTION: What follows is a list of some kinds of individuals and institutions that act as functional elements in the special education system. What policy or practice can each adopt soon to augment the progress of the whole system toward the fundamental objective? (Please state recommendations in specific operational terms.)

1. Bureau of Education for the Handicapped (BEH)
2. National Center
3. Area Learning Resource Center (ALRC) Network/Specialized Offices
4. State Departments
5. Regional LRC
6. Local LRC
7. Teacher Training Institutions
8. University Researchers
9. Commercial Publishers
10. National Professional Associations

The four discussion leaders, Lizz Andrews, Dainey Lege', Ed Richardson, and Wendell Shackelford focused on this proposition and question during their small group sessions. Following is an edited transcript of the general session during which the results of each small group discussion were presented.

WENDELL SHACKELFORD: Obviously every group did not get through every one of the ten kinds of institutions or individuals represented on our list. But, among us we got through them. I do have ten piles of paper here. The rules in my group, and I think in most of the others, were that we shouldn't censor ourselves too carefully or try to fine tune these ideas too much, because we wanted to cover a lot of territory. There will be time enough for us all to examine these things very carefully later on. I am sure we would reword some of them and we will have afterthoughts, but what I want to do for you now is to give you the benefit of the thinking of the groups which you did not attend, and to see whether by discovery and sorting we come out with some consensus about some of policies and behaviors at these various levels and these

various institutions that might get us back to our fundamental goal of providing more and/or better instructional materials for more effective use in the classroom.

Bureau of Education for the Handicapped (BEH)

Number one on our list was BEH. Significantly, perhaps, that is the tallest pile of paper. Apparently more recommendations were generated in that connection than in any other. The least apparently is number ten - other national professional organizations. Feel free to interrupt if I have misinterpreted what happened in your groups. If any of you feel you are personally responsible for these recommendations and you feel that they are being misstated, please chime in.

It says that this symposium should go on record in support of the BEH plan - that's the one you heard from Ray Hoops this morning - and recommend that it be implemented with speed. It should be clarified that not all products submitted are carried through the developmental stage. This occurred in more than one group. Apparently there is considerable and broad base enthusiasm for the report that Ray gave this morning.

Here is one written in some other language - this is directed not only to BEH, but also to state departments and local centers. These several agencies that I just named should provide encouragement and funding to help teachers use media after the media have been made available in the schools ... as you provide local training to building media specialists in the proper utilization and innovative uses in special education. I for one observed in my group repetitive emphasis on getting more expertise at the classroom level.

Here is one that says the regional BEH directors should have a dissemination mechanism to provide evaluations of BEH funded programs to the local LRCs. Isn't it true that that does not exist?

ED RICHARDSON: I think you read it well, Wendell. Essentially it was a mechanism and some energies going into evaluation of BEH funded projects that result in new products or processes made available on a systematical basis to local learning resource centers.

WENDELL: Here is one that says RFPs should be written as soon as possible so that any modifications and/or deletions of current programs will not result in a significant loss of service. How many of you understand what that means? Is that valid? "Prompt action by BEH as to the meaning of centers in 94-142 as to roles and functions of each center." I detect here some confusion about the new law and new money with respect to centers of unnamed characteristics. I don't know exactly to what that recommendation is directed. Who does?

PARTICIPANT: The original legislation called for a National Center on Educational Media and Materials for the Handicapped - the new wording of 94-142 speaks of centers for the handicapped - that is there is a possibility that there could be a center that deals with development, a center that deals with research, and another one that deals with distribution. Many of the functions that are now possible under one authority could be split up under the new law as written in 94-142.

WENDELL: Thank you. This says, "BEH should provide commercial companies consultant services to help in the creation of the utilization guides for the use of extant material for the special education students." BEH should seek the help of commercial publishers in providing guidelines for the use of materials - is that the case?

PARTICIPANT: No, it is just the opposite - commercial publishers would like some help in preparing unique kinds of utilization guides for special ed use.

WENDELL: So you are saying commercial publishers should be able to call on BEH for advice. (Right.) I'll buy that.

This says "BEH sponsored workshop on what BEH does." Then it goes on to say that priorities, needs assessment, and services it provides should be covered.

LIZZ ANDREWS: Let me add a little bit to the discussion that did come up. Essentially, it had to do with a symposium like this - that maybe we might be better served if it were a BEH sponsored symposium drawing in additional talents and organizations in addition to the National Center and its related things. Whoever made that recommendation - did I state it properly? It suggested that BEH sponsor a symposium something like this and with a more broad application than this one.

WENDELL: O.K. The final one in connection with BEH suggests that BEH should take account of the special needs for materials such as bilingual special education materials and bicultural materials. I think the assumption behind that must be that only BEH has the power and leverage to bring those things about. They are not likely to come naturally out of commercial channels. How many of you have that problem? Three, four that I see.

NCEMMH

The second institution is the National Center. Here is one that says the National Center should send to commercial publishers information on current needs in the field, and update that frequently. I believe that the mechanism is in place to do that to the extent that publishers are now getting very much closer - some 230 publishers are now contacted by Vic Fuchs and his people. I think that will start to happen; it certainly needs to happen.

"The National Center should provide leadership in training programs in the use of media and materials that are creative and innovative in teacher training professional preparation. It may be workshops, simulation packages, etc." I don't know whether under current planning the National Center has an intent towards teacher training or in-service training but perhaps you could answer that.

SAM ASHCROFT: We have some interest, particularly in media packages and media training efforts and also in training activities associated with applications of the National Instructional Materials Information System, and of course would like to work very closely with the Specialized Offices and ALRCs in their training activities.

WENDELL: One that says the National Center should make available larger collections of materials through SOMD (Special Office for Materials Distribution), and also evaluative information on these materials. Other sources of materials and information on those sources should be provided. You don't now maintain a collection of materials - not here, and there is no plan to do so.

SAM: SOMD has the collection - Special Office 4.

WENDELL: And how is that accessed? - for the people who ask this question and make this recommendation. How do they get their hands on it?

SAM: Ed can speak to that.

ED: By letter, phone or what have you. I think the recommendation was there should be more going on and more information flowing out to potential users and I think we all agree with that.

WENDELL: But contact with the ALRC would get it done, wouldn't it?

ED: Right.

WENDELL: O.K., here is one recommendation that says a collection of the high cost items should be established in the area of professional preparation. Also, information should be available on other such collections, once established. I assume high cost is the key variable here.

ED: The lady talked specifically about films, she talks specifically about the state of Kentucky - sometimes she could get new films she had seen reviewed in CEC journals, but she would like to know where else she might go to borrow or rent such things that she couldn't afford to buy.

WENDELL: Here is a recommendation that the National Center provide clarification of the interlacing roles of BEH and the National Center, particularly in relation to marketing, and that funding should be continued for a symposium next year. Sam, did you write this? (Sam - Yes - No).

"The National Center should further explain their role in the evaluation of materials and how they go about doing it."

Here is a suggestion that this year's participants be sent information from last year's symposium. The reason, I think, for that, especially in the group that I was with is that a great many people are here this year and will probably be here in future years, who would like just a little background on what has happened up until now.

DAINEY LEGE: Several people did share with me that they would suggest that at a future symposium we have a tracking system so that if you are here for the first time and need information about the network and how it is to function, you would have access to that kind of information, and if you are an old timer like some of us you can go to where the things are of most interest to you. There would be several tracks.

LIZZ: Here is a recommendation that the National Center define the term technology in their MMT - recommendation that the "T" in the MMT be further defined - the technology part of it.

ALRC/SO

WENDELL: That moves us on to number three - the ALRC network and Specialized Offices. Dainey is going to summarize the four or five recommendations that came from that.

DAINEY: He gave me these because he couldn't read them. "Area Learning Resource Centers and Specialized Offices need to communicate downward directly." And I am not sure exactly what that means except there was a discussion in our group that there needs to be more information that flows down to the local level. We did offer lots of suggestions about how it is done in some states and I will not mentioned the state of Texas again. But there are ways that you can communicate downward like newsletters and some of them shared with us that newsletters were not a function of an ALRC but SLRCs can provide information to local school districts and regional SEIMCs. Wendell looked at me and that means you don't get to talk about each one of them, you read the next one.

"Provide facilities for the production and instruction for the proper use of commercially available materials." I suppose that means

in-service training in the proper utilization of materials. Certainly that would be a recommendation for ALRCs, not Specialized Offices but ALRCs.

"Training and proper utilization of materials" - that is the second time around.

This one is for state departments. "Commercial publishers are encouraged to validate materials thru ALRC resources. Publishers shouldhave access to ALRCs to help each other." That's it.

State Departments

WENDELL: O.K., the fourth institutional question is asked about state departments. Here is a suggestion that the report sent to national assessment and to participants should be sent to state departments of education as well, and that we should ask whether this symposium is serving their purposes. I wonder whether we are not communicating with the state departments of education now. Is that true? Did they not receive information about this symposium? (Dainey - they did.) I think they did.

Now here is one that says the state departments should provide sensitivity training of administrators - I am not pausing because I think that is funny - I just can't read the rest of it -- to listen to classroom teachers about their needs and problems. I won't ask for a show of hands on that one, but I assume that sensitivity training is used in some broad, generic sense, and that at the very least we should make an appeal to state officers to be a little more sensitive and supportive.

ED: I think the point that the person was making is that teachers are aware of needs but they have a feeling that people making decisions on acquisition of materials don't listen to teachers or provide them mechanisms for teacher input into the selection and acquisition process. So the key word there was you guys that have the bucks to buy us materials, listen to our needs.

WENDELL: O.K., teachers should have an active part to play in choosing materials and in deciding how to spend money. Is that the case? (Ed: That is the point that I think was made.)

Here is one that says that state departments should take responsibility for establishing a state-by-state, thru-the-mail information delivery system to identified educators. The allegation was made that in many states there is no current list, frequently updated, of the teachers operating in that state. And even if they had one you would also have to go to the health and social service people

to get an extra ten percent of those names dealing with early childhood education. The intent behind that, which came out of my group, was as I recall that the classroom teachers often feel that they are not informed about new things that are happening, are not consulted, are not advised of innovations available to them, and are not asked questions. That brought about a discussion of how that might be accomplished, and I think the consensus was that it should be done through the mail. There was a hint that there may be some guidelines from high up the ladder that make that a difficult thing to do - to communicate directly with the teachers by mail. Nevertheless, there was a uniform intent in our group to make that recommendation. Ed has the recommendations with respect to regional LRCs.

Regional LRCs

ED: I have one that came from my group which I may understand and one that wasn't from my group which I doubt if I understand. We issued a plea for the state departments to fund and approve and make a mechanism available for the intermediate units of regional LRCs to provide in-service training programs and training packages. It should be a continuing activity, recognized as an integral part of a state approved plan that would provide funds and resources for the intermediate units to work at the school level in terms of training teachers in the use of media.

And then, we addressed this to regional LRCs and local LRCs and it says "by appropriate coordinated effort these groups should work to choose the funding patterns to assure continuous indepth effective programs." That was suggested to regional LRCs and local LRCs. If the meaning is not self-evident, somebody else is going to have to say what it means.

LIZZ: Well, the complaint here was that in using federal monies, there are always guidelines regarding emphasis on what you can buy. Teachers and the operators of centers feel that they would like to build deeper collections in one area rather than having to switch focus every year and they feel that it is not productive to have these guidelines switched on them each time the funding is renewed.

Local LRCs

WENDELL: In connection with the local LRCs we have several suggestions. "Local LRCs should conduct periodical in-service workshops with sales representatives and monthly publisher displays and teachers should let the LRCs know what they need. The National Center, through the ALRCs, should consolidate the expressed needs of teachers and all parties interested in developing products." That, I think is another one that is in place and will be functioning increasingly to help us all. We begin to see a theme in all of these recommendations: whatever

institution we are talking about, it gets down often to communication. How shall we get in touch with each other? How shall we inform each other? How shall we support each other? There seems to be some persistent confusion state-to-state, region-to-region or area-to-area about how to function from your particular base, and if I am correct the most confused people of all are those who are in the classroom, because they are not getting enough information.

Lizz will handle number seven - that's the teacher training institutions.

Teacher Training Institutions

ED: We had a recommendation for seven in our group so Lizz handed them back to me. Here is a suggestion to teacher training institutions that programs be developed that would enable them to provide certification and skills to individuals who evaluate, analyze and select materials. Special education, library science or media training could have a certification program providing skills not only in evaluation and selection of materials but evaluation and selection of materials for special education.

DAINEY: May I add something there. I think that universities don't provide certification programs, but state departments do. But it has been very strongly recommended that teacher-training institutions offer training in the utilization and selection of appropriate materials based on specific learning needs of students. We really do feel very strongly that it is time that teacher-training institutions also get information and that they be included in our information network - that's happening in some states.

LIZZ: I have another one here that goes along those very same guidelines - I'll not even read it. Here is one that says university teacher's training should make teachers aware of what will do the job for them - in other words there should be some sort of way in the undergraduate program or speciality area to not only bombard the college students with all of the materials that are available to them but give them some guidelines by which to assess and evaluate them in relation to needs that they will be having in their classrooms and being able to fit the two to work hand-in-hand with each other. Another comment that was made especially in the group where I was was the fact that graduate schools or student teachers often produce a great many materials for the teaching and working with special students and often times these things are very, very good and they are lost. Maybe what we are trying to do is recommend that college professors or people working in the universities kind of keep an eye out and don't let some of the things that might be really, really good slip by into oblivion - to either encourage them to go further with it or at least not just let it get tossed by the wayside.

University Researchers

DAINEY: Here is a recommendation that doctoral committees take a new look at things in a positive attitude toward research in order that they might include things like the development of materials - we thought that that was a great suggestion that doctoral dissertations may not be put on the shelf if they could include things that we could really use.

Commercial Publishers

DAINEY: Number nine is the commercial publishers and I think this is an exciting meeting in that it was the first time that they have really gotten together for exchange. In was recommended that we have another type symposium where there is even more exchange between publisher and special educator. One recommendation was that publishers' representatives should know their business when they come to call on you and not just give you a sales talk but understand more about their materials so they could provide some in-service training.

National Professional Associations

WENDELL: Number ten has to do with other national professional associations -- we included that in the list because it was apparent to us to the extent that this organization is addressing some of these questions others may be doing it tangentially or from different perspectives. One recommendation I have is the result of the discussion groups; it says that we should procure a list of national professional associations that are relevant here and send them information about what has been developed at this symposium and what represents our field of interest and our perspective. And by-the-way, this information should also be sent to the participants. I think you can assume that information about all of this will be sent to you. I also think that we may already have a list of other professional associations that are related to our activity -- you have heard from the Association of Media Producers; I think there may be the basis for some joint programming there, to cross-fertilize these ideas by having perhaps more representatives of that group attend here, and vice versa (when they have their regional and national meetings). Sorry Ed Meell isn't here today, because he could speak to that much more directly.

Well, none of you have chimed up to say that we have murdered your recommendations or that we have misinterpreted what you intended to tell us. If any of you have made mental notes to come back to something and clarify it, this would be a good time to do that. Do you want to add a recommendation that didn't come up in your group and which now occurs to you? Please feel free to do that now.

LIZZ: We wrote recommendation number ten before we wrote number four - we kind of back tracked. And in the suggestion that proposed

interaction among participants and the national associations, we also recommended that we communicate with state departments of education to see if they are interested in what we are doing.

WENDELL: O.K. - so the first time I didn't know what I was reading.

PARTICIPANT: The suggestion was made that someone should supply model materials to be used in preparation of teachers. I see them in the media lab or in the methods course.

WENDELL: Commercial publishers receive these requests all the time. It is very hard to evaluate them. Sometimes you see it as a real commercial advantage to have your material available in those labs; sometimes the demands are so excessively expensive that it requires a personal visit frist to see exactly what is going to happen with materials. Well, perhaps you will think of other comments later. I would just like to point out that in my brief exposure to the National Center, these symposia and to the related hierarchy of organizations represented here, I have been impressed by the complexity of the organization, the many levels, and more recently by the fact that these levels don't operate the same way from one part of the country to the others, sometimes from one state to the other. There are, because of local policies and laws, some practices that we are not likely to change easily or quickly even if we want to. Some of these recommendations I am sure will hold up under close scrutiny and some of them may not. Some may be regrouped in different ways, but I know that one of the things you have done in the last two years is to establish a close and still growing relationship with the commercial establishments and education businesses. I am grateful for that, and if I have any advice for this group, it is that you never lose sight of the kind of proposition that started our discussion this afternoon. The fundamental objective of the individuals and institutions represented here and in the field of special education at large is to bring more and/or better instructional materials into effective use in classrooms.

There is a danger, it is a kind of a human weakness, that we may become seduced by the bureaucracy and have our mental energies diverted to the kind of trival problem solving the bureaucracies generate, and from time-to-time forget what brings us all here. I suggest that to the extent that any of your organizations or any of your role patterns or any of your policies seem to stand in the way of the improvement of what happens in the classroom, you stand up and fight back. If the institutions are wrong, then we must try to change them. If the hierarchy isn't sufficiently well designed to allow us to do what we are suppose to be doing then we should change. Change is necessary, it's joyous, and it is exhausting, but if we don't change then we have no further reason to come together, no further expectations of our professions. You are tired now, having been through three days of daytime symposium and Columbus night life. Don't stay down. Go back into the materials when they come to you in the mail, read again

the things you are taking home with you. Think back over the symposium. I urge you to become bold and to carry out some of the ideas and inspirations that may have occurred to you here. When you go back to the people in your areas who are not here, communicate effectively to them what you learned in the symposium, and then don't shut off, do get back to the National Center. Do talk to publishers. Set up the kind of communication that makes the institutions go. I had no intention of running this meeting. I hope it has been satisfactory for you. It has been my pleasure to be with you.

PRINCIPALS AND REALITIES OF DEVELOPING AND PUBLISHING MATERIALS FOR THE HANDICAPPED BY COMMERCIAL PUBLISHERS

By Robert F. O'Reilly, Director
Changing Times Education Service

I have been asked to lead a discussion on developing and publishing instructional materials for the handicapped by commercial publishers. To do this I feel it is necessary to look back a bit at what has or has not been done in this area and to make some general assumptions based on what appears to have been done. The National Center on Educational Media and Materials for the Handicapped was established because developers and publishers were not meeting the needs expressed by those responsible for the education of students with special needs.

Looking over the list of exhibitors at the most recent Council for Exceptional Children conference, a primary marketplace for offering materials to those involved in special education, there were several companies like Fearon and Mafex who listed in their exhibit description special programs for the handicapped student while many of the others and particularly

larger publishing houses like Scholastic and Grolier appeared to be offering regular classroom and remedial materials to a new market. This was true of my own company; we had identified considerable interest in a new supplementary reading skills program from teachers of Educable Mentally Retarded students. The program included high-interest career-oriented books with low-controlled vocabulary and reading level. Except for Allyn Bacon and Houghton Mifflin, the larger El-Hi textbook-oriented publishers like Scott Foresman, Ginn and Holt were missing.

This raises the question as to why these commercial developers and publishers of the major share of instructional materials used in classrooms today, primarily those used in traditional or grade level classrooms and mainly textbooks, have not chosen to publish materials in the area of special education.

I doubt that they have failed to hear the cry for materials from the special education teachers and supervisors. I rather think that in setting their priorities as a business with the responsibility of gaining a return on its investment, the clearly defined El-High traditional market growing each year substantially until just recently offered much more promise than the unclear, not well-defined market for special materials generally ordered in small quantities.

I believe what I am trying to say is that until now the market for special education materials with a few exceptions has been attractive only to the small publishers and audio-visual producers. I suspect that many of these are individuals who came up with unique ideas to meet specific needs, and because of low-overhead costs, have been able to provide the limited quantities required at a profit - something a larger publisher with considerable overhead could not do at a competitive price. Development costs, production costs and overhead have made it virtually impossible for the sizable publishers who relies on volume sales to participate.

Also, the style of larger traditional publishers may have precluded their getting into the special education field. Most develop through a system of identifying authors with credentials in the subject area in which they plan to publish. The author researches, develops and writes the program on a royalty basis; then the publisher edits for style, content and structure, and publishes the program. Since their in-house editorial departments are generally organized along traditional El-Hi subject area lines, it wouldn't seem too likely that they would search out and find special education authors.

As an example, my own experience with a former employer, Xerox Education Publications, attests to this. We entered the area of special education quite by accident. As publishers of "My Weekly Reader" we were approached by the people at the Captioned Film for the Deaf project to contract to provide the "Weekly Reader" in captioned filmstrip format each week during the year. We agreed and staffed up with special education experts; then, because of budgeting problems in Washington, the program was discontinued after a year. The staff, rather than disband, researched the needs for special education programs for EMR's and hearing impaired to see if the development capability of Xerox Education Publications could be applied to meet these needs. The result was the development of "Know Your World" and "You and Your World," two very successful periodicals for special education.

However, before these two well-developed, well-tested periodicals could be successfully marketed at a reasonable profit, it was necessary to adapt them to fit into programs for remedial reading, compensatory education and slow learners. The educable mentally retarded programd and hearing impaired programs did not provide sufficient market potential allow to allow these materials to be published and sold at competitive school prices in sufficient quantities to allow for a reasonable return on investment.

For example, an analogy to the reality that existed in this case could be a kit with two sound filmstrips that might cost $6,000 to $12,000 to develop, depending on size and scope. When produced for traditional subject areas, this front end cost can be spread over an estimated lifetime sale of 2,500 or more of the kits. Production runs of the kit of 1,000 or more would also result in reasonable production unit costs. However, this same type program developed to meet a special need might have had a potential lifetime sale of only a few hundred kits, substantially increasing the unit cost.

This type of problem obviously led to the establishment of "The National Center" and gave purpose for this symposium. So where do we go from here - - - I think the future in this market for educational publishers and producers is very promising. Spurred on by legislative action and court decisions which guarantee a public education for all handicapped children, the market is now becoming more sizable and better defined. The National Audio Visual Association estimates that $5-6 billion will be spent on handicapped education during the next five years and up to $3-5 billion will be spent per year after 1980. Portions of Vocational Education funding, ESAA IV and Title I must be used for handicapped education in addition to the $236 million appropriated for this purpose last year. Senate

and House committees are suggesting doubling and even tripling this amount for the next fiscal year. This does not account for increased state funding, rapidly becoming available across the country.

The Education Commission of the States recently reported in their survey of state legislative activity that legislation is under consideration or likely to be introduced for special education in 20 of 50 states.

While this growth of education for the handicapped is now a reality, equally important to the educational publishers and producers is that it is now possible to identify and reach people who can buy the programs they develop for this market.

When I first became involved with publishing for special education programs, identifying teachers and schools involved was very difficult. It was necessary for us to build lists of teachers and administrators by survey and then classify these people according to their potential for using our programs. Now ten or so years later, there are excellent lists available for reaching people who buy special education materials. Market Data Retrieval of Westport, CT has lists available of special education teachers totaling over 65,000 names. They have lists of schools by level who mainstream special education students, and lists of special education

directors totaling over 7,000 names. Curriculum Information Center of Denver, CO has lists of approximately 8,000 special education supervisors by name and grade level. Also, the Council for Exceptional Children has membership and convention attendance lists available for rental.

Looking at product development, the growth of special education opportunities would seem to indicate the need for additional commercially developed and produced materials. However, with the new education approach of mainstreaming students into existing regular subject area classrooms, we may face a totally different reality. There are now, according to Market Data Retrieval, over 29,000 elementary schools, over 5,000 junior high schools and over 8,000 high schools with special education programs or students mainstreamed into existing classes. This could mean that the market will be fragmented to the extent that development and production costs will have to continue to be spread over low volume orders. This would demand substantially higher unit costs for special education materials when compared with regular classroom materials. Perhaps this is a reality that the education community must face. Possibly arrangements for district wide purchases could be an alternative to high-unit costs.

Another alternative would be federal funding of development and fixed production costs or federal grant

assistance for adapting existing high-quality, well-accepted classroom material to meet the needs of special students. It occurs to me that there must be numerous materials of excellent quality that have been developed for use in regular school subject areas for which development costs have already been absorbed that could be adapted to special need situations. In the case of my own company, we have loaned sets of a consumer education filmstrip program to the Model School for the Deaf to be captioned and tested in a new curriculum project. The initial stages of the project evaluation indicate considerable promise for success.

We are also looking at the possibility of adapting a high-interest low-vocabulary supplementary reading program that is career oriented to meet specific special needs for EMR children and a program of visuals for use with TMR children and children with hearing problems. In each case these are materials that are presently being used successfully in other regular school programs.

Private sector development of new materials specifically for meeting the special needs of the handicapped I should think would continue to be limited unless the market demonstrates its willingness to pay a substantially higher cost for these materials or unless federal dollars can be applied to research and development of these materials. Direct competitive grants to commercial publishers by the Bureau for the Handicapped could be a solution to this problem.

Commercial educational publishers have established an excellent reputation for dedication and service to American education. Their interest in helping to meet the materials needs of handicapped students is demonstrated by the interest they have shown through participation in this symposium. The real profiteer will be the handicapped student if this conference and subsequent efforts result in educators, government and commercial publishers pulling together to meet their special needs.

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ABSTRACT

"Principles and Realities of Developing Instructional Materials for the Handicapped for Non-Commercial Distribution"

INTRODUCTION: "The Impossible Dream"

The development of vocational education instructional materials kits was begun in 1970 and operated for four project years. The first year was a summer needs assessment and development workshop. Fifteen teachers were hired to work afternoons on the project content. A Cross-section of high school and junior high special teachers, industrial arts teachers, and home economics teachers were selected as well as a few graduate students in special education.

This group identified and wrote behavioral objectives for 500 topics they considered essential for high school level educable mentally retarded students and partially developed several of these objectives with three related activities (teaching lessons). One activity was always "a learning by doing" activity with suggested 3D realia to actually perform or simulate the criterion of the objective. In addition an activity was sought or developed which could effectively teach by visual (non-reading) experiences. An audio activity which presented taped information of the content was also identified or created.

During the second operational year three full time writers and a secretary were employed and more complete kits were developed. The third operational year the same size staff was maintained with a considerable increase in quality and quantity of kits. At the end of these development phases several commonalities between the kits emerged which are summarized on the Kit Specification Chart. These kits were then used and evaluated throughout our field operations area.

Each of the 57 kits was and still is booked for three weeks in intermediate through high school level classes for the mentally retarded throughout our regional 35 school district service area. They are all delivered to the classroom and inserviced when necessary by the instructional materials teacher. Upon completion the kits are picked up by the IMT and returned to the Center where they are inventoried and refurbished for one week, after which they are delivered to the next prebooked class. During their use teacher suggestions were sought to improve each kit as part of their evaluation process. Some kits went through minor revisions while dissemination plans and activities were begun.

And finally . . . . NCEMMH!!!

A TITLE VI E.H.A. A PROJECT OF COOPERATIVE EDUCATIONAL SERVICE AGENCY NO. 8
COOPERATIVE EDUCATIONAL SERVICE AGENCY NO. 13 AND UNIVERSITY OF WISCONSIN – OSHKOSH

KIT SPECIFICATIONS

Components	Ave./Kit	Min./Kit	Max./Kit
Behavioral Objectives	15	3	27
Activities	3	1	6
Realia 24 x 12 x 10 no. of boxes	2	1	4
Mounted Transparencies (in house or commercial)	6	0	25
Film Loops (Commercial)	1	0	5
Cassettes and Recordable Scripts (in house or commercial)	10	4	20
Film Strips (C and IH)	4	1	10
Film Strip and Cassette Combinations	1	0	4
Worksheets (20 each)	7	2	18
Games or Gameboards	0	0	2

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NEW YORK, N.Y. 10011

DELIVERING APPROPRIATE INSTRUCTIONAL MATERIALS TO THE HANDICAPPED LEARNER: SYSTEMS AND PROCESSES

A Symposium Sponsored by
The National Center on Educational Media and Materials
for the Handicapped

July 1976

Symposium Evaluation Results

Attached is a copy of the evaluation findings as compiled from questionnaires completed and returned to date. This presentation focuses on "total" results. More detailed information which includes partitioning by professional affiliation, response patterns, and specific comments may be obtained by writing to:

Symposium Evaluation
NCEMMH
The Ohio State University
Columbus, Ohio, 43210

ATTN: Internal Evaluators

The amount of information compiled from participants' completed instruments was too voluminous for general dissemination. Requests for supporting data will be filled on a first-come, first-served basis.

Objective 1.6.B.2
EVALUATION REPORT

Service/Support Area: ACTS
Evaluation Code: 1.024
Activity Number: 2

Evaluation of the Second Symposium

Introduction

As proposed under ACTS Objective 1.6.B.2, which is used as a holding place for several types of processes for delivering technical assistance, the National Center conducted a symposium, "Delivering Appropriate Instructional Materials to the Handicapped Learner: Systems and Processes," on July 19-21, 1976. This second symposium sponsored by the National Center was evaluated in a manner similar to the first symposium (July 1975) with but minor variances to accommodate specific needs. Evaluation plans were implemented as scheduled, including three completed evaluations which were mailed to the Center by Symposium participants. This report is a summarization of assessment comments and Symposium ratings by the participants. All ratings were requested in terms of objective and reinforcement contribution.

Procedure

Evaluation forms and instructions were placed in participants' notebooks prior to their distribution on the first day of the Symposium. Each participant was instructed to fill out specific evaluation sections as indicated on the Symposium agenda. The evaluation form has been used for summarizing respondents' ratings and the reader will note completion indicators throughout.

Completed evaluations were removed from notebooks and turned in prior to participants departing. Formating was designed such that in the event the completed form was not turned in prior to departure, it could easily be folded and mailed by the participant with the pre-addressed section facing out.

Findings

For clarity, this section of the report has been partitioned into several subparts:

Symposium Participants
Total Ratings Across all Professional Affiliations

Participant Ratings by Professional Affiliation
- Learning Resource Centers Program
- University Faculty
- Public School Staff
- Publisher
- State Department of Education
- Special Education Faculty
- Other

Part one is a statement of response rate, including return percents by specific professional affiliation categories. This is followed by a few notes regarding participants' utilization of the assessment instrument. The second part is devoted to "total" response patterns, where all evaluation forms returned completed are aggregated to produce a total result. Then, similar graphics are used to present the response patterns of each professional affiliation category.

In each case, a questionnaire has been used for presenting summary data. Where appropriate, participant's comments have been added to suggest possible recommendations with respect to future symposium planning. And, participants were asked to supply their impression of how well each objective (if at all) was furthered relative to the proceedings ongoing agenda item by agenda item: a "1" was used to indicate "major" contribution; a "2" was used to indicate "substantial" contribution, and a "3" indicated a less than notable impact. For processing, a "1" or a "2" was believed reasonable as a "success" factor. Therefore, splitting 1, 2 v 3 generated the two groups used for performance criterion testing.

Symposium Participants

One-hundred and fifty participants were registered for the second network symposium. Of the number possible from these 150 registrants, 60 (40%) evaluation forms have been returned to date. Table 1 portrays the returns. The majority of the returns were from "Learning Resource Centers Program (LRCP)" (26%), and "Other" (23%). The category "Other" has been used to group consumers, former media specialists, and special education faculty not included in the category university faculty. The heavy concentration of LRCP and the diversity of participants included under the category "Other" is reflected throughout comment sections, and it is evident that "total" values are weighted in favor of these two options. In some instances valuable insights available from partitioned data tables later are mashed in the total table. The reader is advised to regard total values as being biased toward certain of the six stated professional affiliations.

Table 1

Questionnaires Returned

	Total Questionnaires	Percent of Return
Learning Resource Centers Program (LRC)	16	26
University Faculty	9	14
Public School Staff	13	21
Publisher	6	10
State Department of Education	2	3
Special Education Faculty	0	0
Other	14	23
Total Questionnaires Returned	60	40

Instrument Utilization

The evaluation instrument included in each participant's notebook was designed to insure assessment of the objective-level effectiveness of the symposium; i.e., how well the individual sessions and speaker's input relate to and promote realization of the symposium objectives and goal. However, the comments associated with each set of data being reported are another real source of planning input for future symposium processing with reference to format, agenda, and issues.

Professional Affiliation and "Relationships to Design and Development of Instructional Materials"

Respondents were asked to provide two types of information about themselves: (1) their professional affiliation within the limits of seven categories provided, and (2) their job title, description, etc., which indicates within professional affiliation categories how the person relates to design and development of materials for use in instruction of the handicapped learner. The scope of "relationships" reported is lengthy and has been presented in its entirety as Attachment One at the end of this report. A few observations are of interest.

A number of "coordination" titles appear throughout Attachment One. "Producer," "developer," and "consumer" are also popular. As would be expected, managers and administrators attended the Symposium as representatives of publishing firms and university media centers. All in all, it seems as though a true cross-section of those interested in and professionally responsible for design and development (including dissemination) was on hand. "Other" relationships indicated graduate student participation, "R and D" interest, and federal-level involvement.

The following table contains an aggregate of all responses across all agenda items with a reference to Objective One, Objective two, and the single symposium goal. In each instance formating accommodates the three response options; e.g., for item one, Objective One, there were:

Eight respondents who marked "1"
Sixteen respondents who marked "2"
Eight respondents who marked "3"

Or, the success factor ("1" + "2" $\underline{\text{v}}$ "3") for this item terms out to be 75%. That is, of the thirty-two respondents who recorded a numerical value for item one, seventy-five percent indicated the Komoski presentation to have been worthwhile, at least "substantially," in terms of promoting Objective One. Likewise, 64% felt the Komoski presentation reinforced Objective Two, and so on. All similar tables in this report should be interpreted following an identical process.

Thus, by evaluating each objective/goal column in terms of the three response options, one is afforded a capsulated overview of each symposium agenda item. In general, many seemingly rectangular distributions are in evidence. However, grouping of "1" and "2", the "favorable responses," changes the picture markedly in favor of "reaching criterion." In fact, of the 734 $\underline{\text{total}}$ reactions to Objective One, 566 were "favorable" ("1" + "2"), or about 77%. Therefore, although at best only an approximation and subject to further analysis by NCEMMH staff, it appears as though the planned performance criterion (85/85) was reached. Exact analysis of this data has yet to be completed.

The reader is directed to the "total" table. Many interesting row and column distribtuions are open for inspection/interpretation. Reactions and comments are welcomed by the National Center.

Agenda Item	Response by Options: Obj. 1			Obj. 2			Goals		
	1	2	3	1	2	3	1	2	3
Intructional Materials: Products or Processes (Komoski)	8	16	8	10	8	10	8	16	11
Discussion sessions Group									
A	4	8	3	1	8	8	2	9	6
B	3	7	5	1	4	7	5	6	5
C	4	7	1	2	6	4	4	5	4
D	2	5	4	1	2	4	2	5	4
New and Tried and True Materials for Learners with --									
A. Visual Learning Disabilities	14	14	12	12	13	11	13	16	10
B. Auditory Learning Disabilities	20	12	8	16	12	7	20	11	8
C. Other Learning Characteristics	9	14	20	8	15	16	11	12	11
Principles and Realities of Developing Instructional Materials for the Handicapped for --									
A. Non-Commercial Distribution (Green)	23	13	12	27	14	10	29	17	6
B. Commercial Distribution (O'Reilly)	24	20	5	19	18	8	23	21	5
Areas of Concern in Developing and Marketing Products									
A. Legal Considerations and Procedures (Katz)	24	19	4	21	18	5	24	18	6
B. Clearances/Releases (Jordan)	22	4	4	19	13	4	22	13	4
C. Copyright/Licensing (Bachrach)	26	16	4	22	14	5	23	18	6

Agenda Item	Response by Options								
	Obj. 1			Obj. 2			Goals		
	1	2	3	1	2	3	1	2	3
Workshop on Production Standards for Distribution									
A. Structure, Illustration and Design of Materials	13	11	11	18	11	7	14	10	11
B. Audio Materials	7	6	5	9	7	3	10	7	3
C. Photographic Materials	1	5	5	4	3	5	2	4	6
D. Video Materials	2	6	9	2	4	11	2	3	11
E. Realia	13	10	6	18	7	4	15	9	4
New Plan and Design for the Bureau of Education for the Handicapped Marketing and Dissemination Activities	29	7	4	24	3	9	29	6	4
Panel: Commerical Publishers and the "New" Special Education Market	32	16	4	24	16	9	34	14	5
Recommendations for Delivering Appropriate Instructional Materials to the Handicapped									
Groups									
A	7	7	1	5	4	6	7	4	1
B	9	6	0	8	3	4	11	3	1
C	8	6	2	8	5	2	8	5	0
D	7	2	2	5	2	2	8	2	1
Group Reports and Wrap-Up	12	6	1	8	6	4	13	6	0

Participant Ratings by Professional Affiliation

The following table parallels the "total" table by order of entry and column partitioning. Data presented in this table, however, are those from "Learning Resource Centers" participants only, professional affiliation category one. Compared to the responses by other professional affiliations, and somewhat different from the "total" picture, LRCP participants responded quite in variance regarding certain agenda items. Comparison of the present table with the "total" table, as well as with tables for the other categories, facilitates identification of major discrepancies.

LRCP participants provided numerous salient and insightful comments. Among these were statements such as the following, which, incidentally, was abridged from the full set of "comments" available from NCEMMH by written request.

The majority consensus of the ALRC participants was that the symposium had met the stated objectives and goal. However, some of the respondents felt that more time should be devoted to group interaction with the group leader for further clarification of issues and answers. Here is a suggestions made by one of the ALRCs: (1) would it be possible to "pre-test" an audience - have them write questions and concerns they wanted answered. Sort and give the questions to the presenter.

Agenda Item	Response by Options								
	Obj. 1			Obj. 2			Goals		
	1	2	3	1	2	3	1	2	3
Intructional Materials: Products or Processes (Komoski)	0	6	2	6	3	0	1	6	1
Discussion sessions Group									
A	1	2	0	0	3	0	1	2	0
B	0	2	2	0	2	1	0	2	2
C	0	2	0	0	2	0	0	2	0
D	1	1	1	1	2	0	1	1	1
New and Tried and True Materials for Learners with --									
A. Visual Learning Disabilities	3	4	3	5	3	3	5	4	2
B. Auditory Learning Disabilities	1	4	1	8	2	1	7	2	2
C. Other Learning Characteristics	3	3	4	3	4	3	3	3	2
Principles and Realities of Developing Instructional Materials for the Handicapped for --									
A. Non-Commercial Distribution (Green)	6	4	4	6	5	3	7	4	3
B. Commercial Distribution (O'Reilly)	6	6	1	6	7	0	7	6	0
Areas of Concern in Developing and Marketing Products									
A. Legal Considerations and Procedures (Katz)	8	4	0	8	4	0	9	3	0
B. Clearances/Releases (Jordan)	8	3	0	8	3	0	8	3	0
C. Copyright/Licensing (Bachrach)	7	4	1	8	4	0	9	2	1

Agenda Item	Response by Options								
	Obj. 1			Obj. 2			Goals		
	1	2	3	1	2	3	1	2	3
Workshop on Production Standards for Distribution									
A. Structure, Illustration and Design of Materials	4	3	2	4	2	2	4	3	2
B. Audio Materials	4	2	2	4	2	2	4	3	1
C. Photographic Materials	1	3	1	1	3	1	1	3	1
D. Video Materials	2	2	5	2	1	5	2	1	0
E. Realia	2	3	1	2	7	1	3	2	1
New Plan and Design for the Bureau of Education for the Handicapped Marketing and Dissemination Activities	9	2	0	9	2	0	9	2	0
Panel: Commerical Publishers and the "New" Special Education Market	4	6	2	4	6	2	5	5	2
Recommendations for Delivering Appropriate Instructional Materials to the Handicapped									
Groups									
A	3	0	0	2	0	1	3	0	0
B	2	0	0	2	0	0	2	0	0
C	2	3	0	2	3	0	2	3	0
D	1	0	0	1	0	0	1	0	0
Group Reports and Wrap-Up	5	0	1	3	2	1	6	1	0

University Faculty

University faculty who participated, although small in numbers, were remarkably consistent in their ratings, some of which closely followed LRCP responses. The following table is a summary of the nine returns from the professional affiliation category. The general consensus of the university faculty was that they would like to have seen more practical (classroom orientated) materials. However, they felt that they had gained valuable information on a wide range of subject and would now relate to the different aspects of material development for the handicapped.

Specific comments from this source included: " I believe that a "field trip" to the office of NCEMMH should have been scheduled as an integral part of the proceedings and not at a time that might be near planned departure time -- or that more details about NCEMMH, its purpose and accomplishments would have been most beneficial. I wish to commend those who organized the program. It was one of the most smoothly run operations I have attended."

Agenda Item	Response by Options: Obj. 1			Obj. 2			Goals		
	1	2	3	1	2	3	1	2	3
Intructional Materials: Products or Processes (Komoski)	0	4	1	0	2	1	1	2	3
Discussion sessions Group									
A	0	1	1	0	2	3	0	2	3
B	0	0	1	0	0	0	0	0	1
C	0	2	1	0	0	2	0	0	3
D	0	1	1	0	1	1	0	2	1
New and Tried and True Materials for Learners with --									
A. Visual Learning Disabilities	2	3	2	1	3	3	0	4	2
B. Auditory Learning Disabilities	3	2	2	3	2	2	4	1	2
C. Other Learning Characteristics	1	2	5	2	4	1	3	1	3
Principles and Realities of Developing Instructional Materials for the Handicapped for --									
A. Non-Commercial Distribution (Green)	3	3	1	4	3	0	2	5	1
B. Commercial Distribution (O'Reilly)	3	5	1	3	2	2	2	6	1
Areas of Concern in Developing and Marketing Products									
A. Legal Considerations and Procedures (Katz)	3	2	2	2	3	2	3	2	3
B. Clearances/Releases (Jordan)	2	3	1	3	3	1	2	3	1
C. Copyright/Licensing (Bachrach)	3	5	0	1	4	1	1	6	1

Agenda Item	Response by Options								
	Obj. 1			Obj. 2			Goals		
	1	2	3	1	2	3	1	2	3
Workshop on Production Standards for Distribution									
A. Structure, Illustration and Design of Materials	1	1	4	2	2	3	1	1	3
B. Audio Materials	1	0	2	1	2	0	1	1	0
C. Photographic Materials	0	0	1	0	0	1	0	0	1
D. Video Materials	0	0	2	0	0	2	0	0	2
E. Realia	4	1	1	4	1	1	3	2	1
New Plan and Design for the Bureau of Education for the Handicapped Marketing and Dissemination Activities	3	0	2	2	0	3	3	0	2
Panel: Commerical Publishers and the "New" Special Education Market	5	4	0	4	3	0	4	4	1
Recommendations for Delivering Appropriate Instructional Materials to the Handicapped									
Groups									
A	0	3	1	1	1	1		3	1
B	0	2	0	0	1	0	0	2	0
C	0	1	0	0	1	0	0	1	0
D	0	1	0	0	1	0	0	1	0
Group Reports and Wrap-Up	0	3	0	0	2	0	0	3	0

Public School Staff

Professional affiliation category three, "Public School Staff," ratings are summarized in the following table. In general, ratings from this category consistently are "higher" than those in previous tables, percent-wise. That is, these participants uniformly were more liberal in their assessment processing. Clearly, however, they discriminated freely relative to "New and Tried and True Materials ..." (agenda item two), when ratings are indicative of the rationalization process involved. Three clear-cut pictures emerge.

These participants were quite complimentary: "The symposium was an exceedingly well-planned and beneficial experience. Please have more. Thank you." The above comment taken verbatium from a participant's evaluation conveys the majority opinions expressed by the public school staff evaluations.

Response by Options

Agenda Item	Obj. 1			Obj. 2			Goals		
	1	2	3	1	2	3	1	2	3
Intructional Materials: Products or Processes (Komoski)	4	2	1	2	1	5	1	5	2
Discussion sessions Group									
A	3	1	1	1	1	2	1	2	1
B	3	1	0	1	0	3	3	0	4
C	1	0	1	0	1	1	1	0	1
D	0	1	1	0	0	2	0	1	1
New and Tried and True Materials for Learners with --									
A. Visual Learning Disabilities	5	4	1	4	4	1	4	4	1
B. Auditory Learning Disabilities	8	0	1	5	3	0	6	2	0
C. Other Learning Characteristics	1	4	5	1	2	6	1	3	5
Principles and Realities of Developing Instructional Materials for the Handicapped for --									
A. Non-Commercial Distribution (Green)	6	2	1	8	1	1	7	3	0
B. Commercial Distribution (O'Reilly)	6	3	1	5	1	3	6	2	2
Areas of Concern in Developing and Marketing Products									
A. Legal Considerations and Procedures (Katz)	7	2	2	6	3	1	4	6	0
B. Clearances/Releases (Jordan)	5	2	0	4	2	2	4	1	2
C. Copyright/Licensing (Bachrach)	1	2	2	5	1	3	3	4	2

Response by Options

Agenda Item	Obj. 1			Obj. 2			Goals		
	1	2	3	1	2	3	1	2	3
Workshop on Production Standards for Distribution									
A. Structure, Illustration and Design of Materials	6	1	3	7	1	1	4	1	3
B. Audio Materials	2	3	0	3	2	0	3	2	0
C. Photographic Materials	0	0	1	1	0	0	0	0	1
D. Video Materials	0	2	0	0	2	0	0	1	1
E. Realia	2	3	1	4	2	0	3	2	0
New Plan and Design for the Bureau of Education for the Handicapped Marketing and Dissemination Activities	6	2	0	5	0	3	5	2	0
Panel: Commerical Publishers and the "New" Special Education Market	7	3	0	5	2	3	10	1	0
Recommendations for Delivering Appropriate Instructional Materials to the Handicapped									
Groups									
A	1	2	0	1	2	0	1	2	0
B	3	1	0	3	0	1	4	0	0
C	2	0	2	2	0	2	4	0	0
D	4	1	1	4	1	1	4	1	1
Group Reports and Wrap-Up									

Publisher

Publishers are either critical or disinterested. Of the six possible counts for each cell in the following table, rarely do six responses appear. The obvious exception occurs when one peruses the "marketing" agenda item (last, p.2. of "Publisher" form). Publishers rating other items tended to use "2" and "3" freely; "marketing" received high marks from almost all respondents.

One publisher stated his overall reaction thus: "Very good informative discussion would have been better with more time." The consensus of the publisher responses was that more time should have been scheduled for discussion. Although time ran out, in most cases sessions continued past the scheduled end point.

Agenda Item	Response by Options								
	Obj. 1			Obj. 2			Goals		
	1	2	3	1	2	3	1	2	3
Intructional Materials: Products or Processes (Komoski)	0	1	0	0	0	2	1	0	3
Discussion sessions Group									
A	0	2	0	0	2	0	0	2	0
B	0	0	2	0	0	0	1	1	0
C									
D	1	0	1	0	0	1	0	0	1
New and Tried and True Materials for Learners with --									
A. Visual Learning Disabilities	0	1	3	0	1	2	0	2	2
B. Auditory Learning Disabilities	0	3	1	0	2	2	0	3	1
C. Other Learning Characteristics	1	3	1	1	2	1	1	2	2
Principles and Realities of Developing Instructional Materials for the Handicapped for --									
A. Non-Commercial Distribution (Green)	2	2	2	1	3	2	4	2	0
B. Commercial Distribution (O'Reilly)	2	2	1	1	3	2	2	2	2
Areas of Concern in Developing and Marketing Products									
A. Legal Considerations and Procedures (Katz)	0	5	0	0	4	1	1	2	2
B. Clearances/Releases (Jordan)	0	2	2	0	1	1	1	2	1
C. Copyright/Licensing (Bachrach)	1	2	1	0	3	0	1	2	1

Agenda Item	Response by Options								
	Obj. 1			Obj. 2			Goals		
	1	2	3	1	2	3	1	2	3
Workshop on Production Standards for Distribution									
A. Structure, Illustration and Design of Materials	0	2	2	1	2	2	1	1	3
B. Audio Materials									
C. Photographic Materials	0	1	0	1	0	0	1	0	0
D. Video Materials									
E. Realia	0	2	3	2	1	2	0	3	2
New Plan and Design for the Bureau of Education for the Handicapped Marketing and Dissemination Activities	4	0	1	2	0	1	4	0	1
Panel: Commerical Publishers and the "New" Special Education Market	5	0	1	3	0	2	4	1	1
Recommendations for Delivering Appropriate Instructional Materials to the Handicapped									
Groups									
A	1	2	0	1	1	3	2	1	0
B	0	2	0	0	1	3	1	0	1
C	0	1	0	0	0	1	1	0	0
D	2	0	0	2	0	0	2	0	0
Group Reports and Wrap-Up	0	2	0	0	1	1	1	1	0

State Department of Education

Only two state department of education representatives supplied evaluation input, about 3% of the total. These participants reported that they felt that the symposium was productive and would like to see another symposium or meeting of that type.

Agenda Item	Response by Options: Obj. 1			Obj. 2			Goals		
	1	2	3	1	2	3	1	2	3
Intructional Materials: Products or Processes (Komoski)	1	0	1	1	1	0	1	1	0
Discussion sessions Group									
A									
B									
C	1	0	0	1	0	0	1	0	0
D	0	1	0	0	0	1	1	0	0
New and Tried and True Materials for Learners with --									
A. Visual Learning Disabilities	1	1	0	2	0	0	2	0	0
B. Auditory Learning Disabilities	2	0	0	2	0	0	2	0	0
C. Other Learning Characteristics	2	0	0	1	1	0	1	1	0
Principles and Realities of Developing Instructional Materials for the Handicapped for --									
A. Non-Commercial Distribution (Green)	2	0	0	2	0	0	2	0	0
B. Commercial Distribution (O'Reilly)	1	0	0	1	0	0	1	0	0
Areas of Concern in Developing and Marketing Products									
A. Legal Considerations and Procedures (Katz)	1	1	0	1	1	0	1	1	0
B. Clearances/Releases (Jordan)	1	1	0	1	1	0	1	1	0
C. Copyright/Licensing (Bachrach)	1	1	0	1	1	0	1	1	0

Agenda Item	Response by Options								
	Obj. 1			Obj. 2			Goals		
	1	2	3	1	2	3	1	2	3
Workshop on Production Standards for Distribution									
A. Structure, Illustration and Design of Materials	1	0	0	1	0	0	1	0	0
B. Audio Materials	1	0	0	1	0	0	1	0	0
C. Photographic Materials	0	0	1	0	0	1	0	0	1
D. Video Materials	0	0	1	0	0	1	0	0	1
E. Realia	1	0	0	1	0	0	1	0	0
New Plan and Design for the Bureau of Education for the Handicapped Marketing and Dissemination Activities									
Panel: Commerical Publishers and the "New" Special Education Market	1	1	0	0	2	0	2	0	0
Recommendations for Delivering Appropriate Instructional Materials to the Handicapped									
Groups									
A									
B									
C	1	0	0	1	0	0	1	0	0
D									
Group Reports and Wrap-Up	1	0	0	1	0	0	1	0	0

Other

The category "Other" is second only to LRCP in number with 23% of the total response. However, it should be noted that also included in "Other" are in special education faculty participants. This is a result of the special education faculty checking the "Other" category under professional affiliation. The "Other" category is by far the most diversed relation to respondents as is indicated by their responses. However, the majortiy consensus seemingly was that the symposium was very informative and the individual sessions were well run, but there was not enough time for group discussions during, and at the end of each session. Most felt that another symposium of that type would be in order.

Agenda Item	Response by Options: Obj. 1			Obj. 2			Goals		
	1	2	3	1	2	3	1	2	3
Intructional Materials: Products or Processes (Komoski)	3	3	0	1	1	2	3	2	2
Discussion sessions Group									
A	0	2	1	0	0	3	0	1	2
B		4	0	0	2	3	1	3	1
C	2	3	0	1	3	1	2	3	0
D	0	1	0	0	0	1	0	1	0
New and Tried and True Materials for Learners with --									
A. Visual Learning Disabilities	3	1	3	2	2	3	2	2	3
B. Auditory Learning Disabilities	1	3	3	2	3	2	1	3	3
C. Other Learning Characteristics	1	2	5	0	2	5	2	2	5
Principles and Realities of Developing Instructional Materials for the Handicapped for --									
A. Non-Commercial Distribution (Green)	4	2	4	6	2	4	7	3	2
B. Commercial Distribution (O'Reilly)	6	3	1	3	5	1	5	5	0
Areas of Concern in Developing and Marketing Products									
A. Legal Considerations and Procedures (Katz)	5	5	1	4	3	1	6	4	1
B. Clearances/Releases (Jordan)	6	3	0	5	5	0	6	3	0
C. Copyright/Licensing (Bachrach)	8	2	0	7	1	1	8	1	1

Agenda Item	Response by Options								
	Obj. 1			Obj. 2			Goals		
	1	2	3	1	2	3	1	2	3
Workshop on Production Standards for Distribution									
A. Structure, Illustration and Design of Materials	1	4	0	3	4	0	3	4	0
B. Audio Materials	0	1	1	2	1	1	1	1	2
C. Photographic Materials	0	1	1	1	0	2	0	1	2
D. Video Materials	0	0	1	0	1	1	0	1	1
E. Realia	4	1	0	5	0	0	5	0	0
New Plan and Design for the Bureau of Education for the Handicapped Marketing and Dissemination Activities	7	3	1	6	1	2	8	2	1
Panel: Commerical Publishers and the "New" Special Education Market	10	2	1	8	3	2	9	3	1
Recommendations for Delivering Appropriate Instructional Materials to the Handicapped									
Groups									
A	2	0	0	0	0	1	1	1	0
B	4	1	0	3	1	0	4	1	0
C	3	1	0	3	1	0	3	1	0
D	0	0	1	0	0	1	1	0	0
Group Reports and Wrap-Up	6	1	0	4	0	2	5	1	0

ATTACHMENT 1

(See page 3 for discussion of these entries)

Relationships by Professional Affiliation

"Your Relationships to the Design and Development of Instructional Materials for the Handicapped (e.g., Marketing Specialist, Supervisor of Materials Production, etc.)":

1. Learning Resource Centers Program (26%)

   a. Media Specialist (in-service audiovisual training for teachers)
   b. Evaluation Specialist, no direct relationship with design and development of materials
   c. Coordinator of Fox Valley SEIMC and product developer
   d. Special Office 3 - Project Manager
   e. Educational Technologist
   f. Director ALRC
   g. Media Consultant, ALRC Teacher Training Production
   h. Supervisor and Coordinator of Materials Production
   i. Consultant to user of instructional materials
   j. Resource Consultant
   k. Materials Production Specialist
   l. Field Coordinator
   m. Administrator of ALRC
   n. Coordination and specifications

2. University Faculty (14%)

   a. College media center director (work with student teachers in EMR)
   b. Marketing-dissemination responsibilities
   c. Materials and media specialist
   d. Media coordinator for special education department
   e. Supervisor of materials production
   f. Teacher of neurologically impaired
   g. Coordinator of instructional resource personnel training program
   h. Teacher preparation program at pre- and in-service levels

3. Public School Staff (21%)

   a. Developer of prototypes instructional materials for pre-school handicapped children
   b. Resource specialist in evaluation of instructional materials
   c. Materials specialist/principal
   d. Evaluate and recommend training materials, especially auditory
   e. Consumer
   f. Teacher/consultant learning disabilities

g. Media specialist
h. Selector of materials for ECE program center
i. Teacher/consultant program for the physically handicapped

4. Publisher (10%)

a. Design ideas and marketing
b. Editor - school supply
c. Audiovisual production and distribution
d. President of publishing company
e. Producer of commercial evaluation materials

5. State Department of Education (3%)

6. Other (23%)

a. Consumer
b. Research assistant on project preparing activities and materials for the visually handicapped
c. Doctoral student: Learning disabilities and special education technology
d. Purchaser and dissemination of information coordinator SEIMC
e. Project and program director in research and development federal, state and local centers
f. Media specialist
g. Researcher of materials for retarded adults
h. Federal dissemination and evaluation of general instructional materials

SYMPOSIUM ON
DELIVERING APPROPRIATE INSTRUCTIONAL MATERIALS TO THE
HANDICAPPED LEARNER: SYSTEMS AND PROCESSES

July 19-21, 1976

After the presentation by Dr. Kenneth Komoski on Instructional Materials: Products or Processes, the Symposium participants broke into small groups to discuss the issues which had been raised. Notes from the discussion groups follow:

Materials Development

- Is there an institution where teachers and other professionals can develop programs without the stigma of failure? A place where ideas can be tried and improved upon and where experimentation is encouraged?

- Trend now seems to be toward "packaging" or providing a "whole" program; this is in opposition to Komoski's view.

- Materials need to be looked at as part of the learning "continuum" (a developmental sequence of learning objectives). The continuum is the critical factor, not the individual material.

- One very critical factor is: Why are materials produced in the first place? What evidence does a producer use in making such a decision?

- If the effort to produce materials is to succeed, it cannot result in elephantine structures too large to be successful. Think small. Small can be beautiful.

Materials Evaluation

- What happens to materials once they are published? How much is done to evaluate materials? What can be done to evaluate materials? There is a feeling among publishers that companies which don't listen to feedback from representatives and educators will become extinct.

- The desire for "proven" materials seems to go to a certain point and then there is an aversion to it. Teachers want to know what has been researched and proven but do not want to be restricted to these.

- Three constraints prevent more rigorous evaluation of instructional materials:

  1. Economic feasibility from publisher's standpoint.
  2. Time factor involved from teacher's viewpoint.
  3. Economic feasibility from teacher, school viewpoint.

- What structure can be provided to systematically collect feedback? Different criteria used at the federal, state, local, and school building level used to evaluate instructional material are roadblocks to such a structure. Another problem is the sparse measurement tools and measures of objectivity that can be used to evaluate instructional materials. The responsibility of evaluating instructional materials should be a shared responsibility - but with whom?

- According to most developers summative evaluation "proves" that the material works -- and they stop because no more needs be done to improve the material. Actually that evaluation should never end.

- How can continuous evaluation be accomplished, particularly if the developer is a federally funded project? In constructing a budget, estimate the time necessary to develop an instructional material and then multiply by three to allow time and money for revision.

- How do you get teachers' feedback on the quality of material? There are many devious methods. One is to emphasize the adverse aspects and encourage negative comment; otherwise teachers say everthing's great. Example: One form gives eight pages and asks, "What are eight terrible things about this product?" And at the end of page 8, it says "What are two little good things about the product?" Encourage criticism.

- It is not just the instructional material and the student that are involved in evaluation; the teacher offers his/her own method of presentation. No material is presented in just one way. A good way to find out what is right and wrong with a material is to send it out with no developmental personnel along and an independent evaluator to do the work. The teacher is a collaborator. He/she picks and chooses from a kit what she wants and uses it as she wishes. This is the process in action. The "process" may not be feasible if it happens at the publisher level. The process should occur in the classroom and implies adaptable modifiable materials. Evaluation has no meaning; what matters is the creativity of the person who modifies a product.

Materials Selection

Who should be involved in the selection of instructional materials? There is a feeling among some educators and publishers that students should be involved in the selection process. For if adults are really the best judges of selecting materials, why then do so many materials fail in the classroom? There is a need for more pre-service and in-service training programs on the selection of instructional materials. Only three of 73 teacher-training institutions recently surveyed offer courses in this field.

- The big need is a special education specialist in instructional materials. Teachers don't have enough time; school boards need to understand this.

- Trade publications should provide space for exchange of information and ideas particularly with regard to materials adoption procedures as used across the country.

- Special education teachers seem to be more particular as to the materials they choose than are regular education teachers; also they are usually allowed to choose the materials they use, therefore they have more power and responsibility to influence the whole process.

- In the education of handicapped children -- teacher should play a very important role in the selection of materials. The handicapped children's education has to be specific and individualized -- what may work with one child may not work with another.

- Could there be an 800 telephone number that users could call for a search of instructional materials in a computer bank? This computer bank would incorporate all currently available instructional materials with abstracted information that would include local publisher representatives, etc. Publishers would be billed for this service and support it entirely.

- Classroom teachers need someone with whom to be in partnership. They need publisher representatives who can present pre- and post-test studies of instructional materials before such materials are purchased.

Other Observations

- Implications for Individualized Education Programs required by P. L. 94-142 are evident.

- There is a need for monumental changes for the teacher, the administrator, and the commercial publisher. These may take more money than there is in the defense budget! They certainly present a challenege but there may be enough money for changes that can be wrought by special education!

$15 fee ASAP.!
Room booked 2-19-20

AMERICAN FOUNDATION FOR THE BLIND
15 WEST 16th STREET
NEW YORK, N.Y. 10011

Registration

The registration fee for the symposium is $15.00. This fee includes symposium materials. It does not include any meals or lodging.

Please make the registration fee check payable to: NCEMMH.

The symposium is open to a maximum of 200 participants. Registration will be handled on a first come, first served basis. A complete registration card and a check for the registration fee should be mailed to:

National Center on Educational
Media and Materials for the
Handicapped - Symposium
The Ohio State University
Columbus, Ohio 43210

Registration Deadline is June 25, 1976.

Both registration and hotel accommodations must be arranged directly with NCEMMH. Please do not contact the hotel directly. Your registration fee will be refunded upon request prior to June 11 if you find that you are unable to attend.

Additional information and registration materials may be obtained by writing the address listed above or by calling 614-422-7596.

Accommodations

The symposium will be held at the Hilton Inn 3110 Olentangy River Road, Columbus, Ohio.

All hotel accommodations must be made through NCEMMH

Payment for accommodations is to be made to the Hilton Inn prior to departure.

The Hilton Inn honors all major credit cards.

If you request a double room, please furnish the name of the person with whom you will be sharing accommodations.

Symposium Planning Committee

Chairman: Dr. Robert E. Stepp, Jr.
Director, Specialized Office 2
Dr. Samuel C. Ashcroft, Director, NCEMMH
Mr. Gordon Bleil, President, Edmark Associates
Mrs. Martha V. Bonham, Coordinator, Central Ohio Instructional Resource Center
Dr. Donald K. Erickson, Director, Information Services & Publications, Council for Exceptional Children
Dr. Ray Hoops, Special Assistant to the Chief of Research, Bureau of Education for the Handicapped
Mrs. Margaret A. Niederer, Assistant Director, Area Learning Resource Center #7
Dr. Carson Y. Nolan, Director, Specialized Office 1
Mr. Malcolm J. Norwood, Chief, Captioned Films & Telecommunicasions Branch, Bureau of Education for the Handicapped
Ms. Daphne Philos, Executive Director, Association of Media Producers
Dr. Barbara D. Redick, Assistant to the Director, NCEMMH
Dr. Edgar L. Richardson, Director Specialized Office 4
Dr. Richard A. Rossmiller, Director Specialized Office 3
Dr. Susan S. Klein, Ex Officio, Senior Research Associate, National Institute of Education

SYMPOSIUM
on
Delivering Appropriate Instructional Materials to the Handicapped Learner: Systems and Processes

July 19-21, 1976
Columbus, Ohio



Sponsored by the

NATIONAL CENTER ON EDUCATIONAL MEDIA AND MATERIALS FOR THE HANDICAPPED

The Ohio State University College of Education

Description

The National Center on Educational Media and Materials for the Handicapped announces a symposium on Delivering Appropriate Instructional Materials to Handicapped Learners: Systems and Processes. The Symposium will be held July 19 through 21, 1976 at the Columbus Hilton Inn, Columbus, Ohio.

The Symposium will focus on the development and dissemination of instructional materials for the handicapped. Persons interested in or involved with the design or development of instructional materials are encouraged to attend. Through presentations, discussion groups and workshops participants will have an opportunity to consider principles of developing materials, standards to be used in the development of materials, technical and legal aspects of materials development and planning for the distribution of materials.

The Symposium will begin at 3:00p. m. on Monday, July 19 and will conclude at 3:30p. m. Wednesday, July 21. Optional sessions are planned for Monday and Tuesday evenings.

The Symposium is being planned in cooperation with the four Specialized Offices of the Learning Resource Center program of the Bureau of Education for the Handicapped. Three of the Specialized Offices are involved in the development and evaluation of instructional media and materials for (1) the visually handicapped, (2) the hearing impaired, and (3) those with other handicapping conditions. The fourth Specialized Office serves as a centralized depository and distribution center.

NCEMMH is a project of The Ohio State University, College of Education funded by the Bureau of Education for the Handicapped, Media Services and Captioned Films contract OEC-300-72-4478.

Goal and Objectives

The goal of the symposium is to find and recommend ways to increase the availability and distribution of effective instructional materials to the educational programs of the handicapped learner. The symposium objectives are:

- To encourage and facilitate development of materials for the handicapped by commercial, governmental and other non-commercial agencies.
- To examine and recommend where possible the production standards and techniques which will ensure reproducibility of prototype products.

Proposed Program

Monday, July 19, 1976

1:30	Registration
2:45	Welcome
3:00	General Session I - Development and Validation of Instructional Materials for the Handicapped
4:15	Discussion Sessions
7:30	Concurrent Session A - Media Demonstrations: New & Tried & True Materials for Learners with Visual, Auditory, and Other Learning Disabilities

Tuesday, July 20, 1976

9:00	General Session II - Principles and Realities of Developing Instructional Materials for the Handicapped for Non-Commercial and Commercial Distribution
10:15	Coffee Break
10:45	General Session II, Continued
12:00	Lunch
1:30	Concurrent Session B - Areas of Concern in Developing and Marketing Products: Legal Considerations & Procedures, Clearances/Releases, Copyright/Licensing
3:00	Coffee Break
3:30	Concurrent Session B, Continued
7:30	Concurrent Session C - Workshop on Production Standards for Distribution: Graphic, Audio, Photographic, Video, Written, and Realia Materials

Wednesday, July 21, 1976

8:45	General Session III - New Plan and Design for the Bureau of Education for the Handicapped Marketing/Dissemination Activities
9:45	Coffee
10:15	Continuation of General Session III Panel: Commercial Publishers and the "New" Special Education Market
11:45	Lunch
1:15	Discussion Sessions - Recommendations for Delivering Appropriate Instructional Materials to The Handicapped
2:15	General Session IV - Reports from Discussion Groups and Wrap-Up

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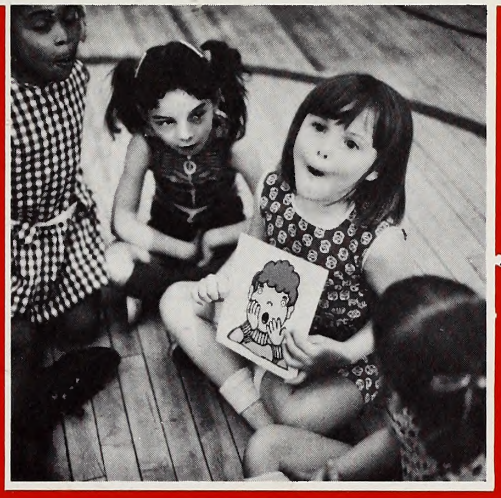
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MERICAN FOUNDATION FOR THE BLIND
15 WEST 16th STREET
NEW YORK, N.Y. 10011

prs

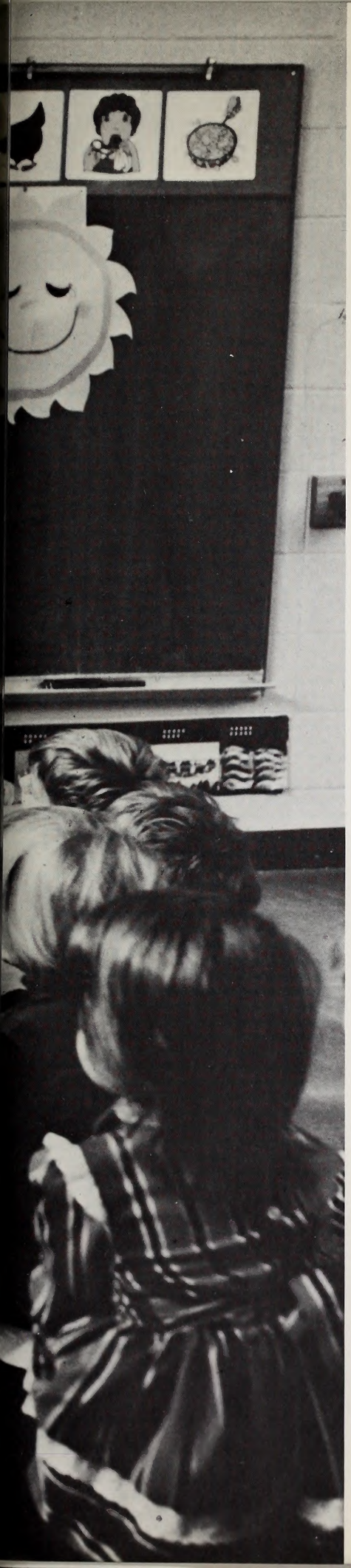
Pre-reading Skills Program

photographed in classrooms throughout the United States



prs ebe


Reading Center
Aa Bb Cc Dd Ee
Ff Gg Hh Ii Jj Kk
Ll Mm Nn Oo Pp
Qq Rr Ss Tt Uu
Vv Ww Xx Yy Zz
b bd



PRS: Preparing a child to read

PRS, the Pre-reading Skills Program, is designed to prevent reading failure in later grades. Through carefully sequenced activities and games, PRS teaches children five basic skills necessary for learning to read effectively.

PRS can be used in kindergarten, first grade, or in any other pre-reading situation. Emphasis is on individual and small-group instruction, with all of the teaching accomplished through games, songs, and other highly motivating activities.

Background

PRS was developed at the University of Wisconsin Research and Development Center for Cognitive Learning. For four years, a research team studied the reading process. What they found is that many children don't develop pre-reading skills on their own. They must be *taught* that letters and words have special characteristics.

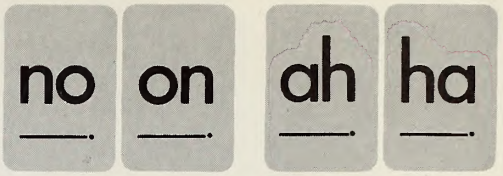
The basic skills

The Wisconsin researchers identified five pre-reading skills that can help a child become a successful reader. Each skill, besides being teachable, had to meet two criteria—a direct, logical relation to learning to read, and a high correlation with reading success. In addition, each skill had to be found lacking in a large proportion of pre reading children.

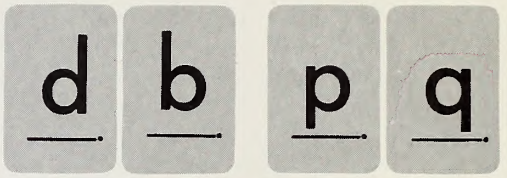
Of the five PRS skills, three are visual and two are sound.

Visual Skills

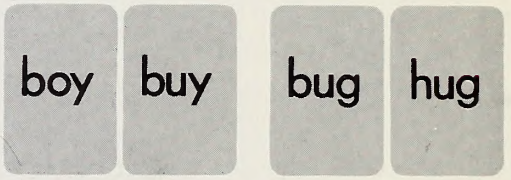
Attending to Letter Order
recognizing that *no* is not the same as *on; ah* is not the same as *ha*
For details, see page 9



Attending to Letter Orientation
recognizing that *d* is not the same as *b; p* is not the same as *q*
See page 10



Attending to Word Detail
recognizing that *boy* is not the same as *buy; bug* is not the same as *hug*
See page 11



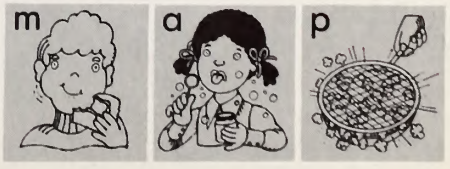
Sound Skills

Sound Matching
recognizing that *mmm* is at the beginning of *mouse;* that *shh* is the last sound in *fish;* that *horse* and *hat* start with the same sound
See pages 12-13



mmm

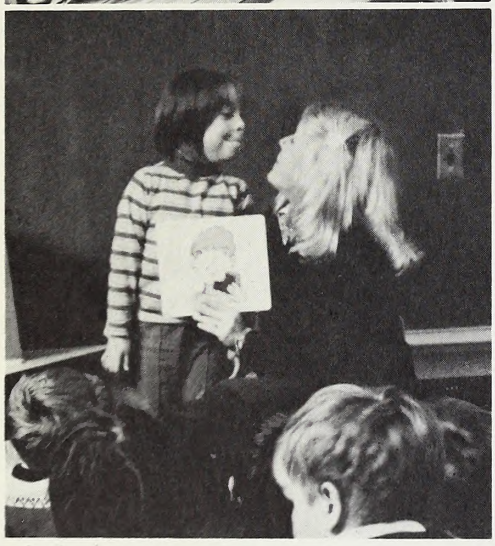
Sound Blending
putting the sounds *m+a+p* together to make the word *map*
See page 13



prs







Learning the skills step by step

In learning each of the five PRS skills, children are guided from simple to more complex activities. An early visual activity, for example, teaches the concept of same and different by asking children to compare happy and sad faces. Later, children apply this concept to judge whether letters are same or different *(letter orientation)*.

In another early activity, children learn the meaning of order by walking around the room touching objects in different sequences. Later, children will play games matching letter strings based on the order of the letters *(letter order)*.

Sound-picture associations

To teach the sound skills in a way that is meaningful to children, PRS introduces Sound-Picture Associations. Children learn to associate a sound with a picture that "says" the sound. A picture of a boy eating cake, for example, represents the sound *mmm*. A picture of a girl motioning to be quiet represents the sound *shhh*.

The Sound-Picture Associations are fun to learn, and they're reinforced by stories and songs. After the children have become familiar with Sound Pictures, they learn to associate letters with sounds. Then they use the letters to practice activities in sound matching and sound blending.

Games: The core of instruction

PRS is easy to start, easy to use. Children can learn the five PRS skills in carefully sequenced activities that take about 25 minutes a day. PRS can also be used in learning centers.

Instruction is based on a variety of games and activities which involve the children and are fun. Included are many card games and board games; and materials such as felt shapes and letters, Sound Picture cards and Letter Sound cards, ditto practice sheets, a recording of sound songs, and class charts.

The games provide opportunity for large group, small group, and individual instruction. Children truly enjoy PRS.







Organizing and teaching for the individual

One of the best things about PRS is that it is so complete and well organized. All materials needed are provided in the kit. The entire program is designed to help a teacher individualize instruction.

To begin, a teacher turns to the first Teacher's Guide Folder, "Getting Started," which provides detailed instructions for the first five days of the program. There are ten guide folders in all, sequenced so that information is presented as it's needed.

The sequence of instruction for PRS is given in a Sound Schedule and a Visual Schedule. Each page lists the activities for one day's PRS lesson.

Every activity listed in the schedules is keyed by number to a card in the Teacher's Resource File. Each card gives a detailed lesson plan—including the purpose, the group size, and the materials for that lesson.

To help identify a child's needs, PRS contains a Skills Tests book, with a simple diagnostic test for each of the five skills. Tests are administered individually. A child doesn't have to use a pencil on a test, but simply circles the answer with a finger. Children enjoy doing this special activity with their teacher or aide.

A complete management system

To simplify record keeping of each child's skill needs and progress, PRS offers a complete Management System—with record cards, a notcher, and a skewer. The record cards—one for every child—have holes along the edges. Each hole corresponds to a program activity.

As a child masters an activity, the teacher notches out the edge of the card at the appropriate hole.

When determining which students need a particular activity, the teacher puts all the cards together and inserts a skewer through the appropriate hole.

Unnotched cards, representing children who have not mastered the game or activity, will hang on the skewer. Notched cards will drop off.

This practical system keeps record-keeping easy and simplifies preparation for each day's games.





In-class evaluation

For four years prior to publication, the PRS materials were thoroughly field tested. Following a year of pilot studies, the program was used for three years by teachers in Wisconsin, Illinois, and Minnesota. Each year, schools were closely monitored by the Pre-reading Project Staff to determine the effectiveness of each component. Feedback sessions with teachers gave further input on program activities and materials.

Pupils in test classrooms came from a variety of socioeconomic backgrounds, ranging from Chicago's inner city to rural areas in northern Wisconsin. Both first-year teachers and teachers with many years of kindergarten experience participated in the field tests.

Results are positive

The field tests confirmed that teachers could successfully implement an individualized program to teach pre-reading skills.

During 1972 and 1973, 43 classrooms comprising 627 children participated in PRS evaluation studies. A small group of children was randomly selected for testing from each classroom. Tables 1 and 2 show the significant gains made by kindergarten children in acquiring PRS skills and in retaining skill mastery over the summer before entering grade one.

All children from the spring 1973 program groups (Table 1) who were also available for testing in fall 1973 were included in the retention study. (The children not available for testing in fall 1973 were approximately equivalent in spring 1973 skill mastery to those who were available.)

Tables 1 and 2 program groups

Program I—children whose teachers were using PRS for the first time

Program II—children whose teachers had used PRS in the previous year in addition to the current year

All tests and studies conducted by the University of Wisconsin Research and Development Center for Cognitive Learning.

Table 1
Skill Acquisition Through the Use of PRS
(PRS Field Test Edition)
Percentage of Mastery Scores for Kindergarten Children

	Fall 1972			Spring 1973		
Skill	Program I (N = 22)	Program II (N = 36)	Control (N = 46)	Program I (N = 22)	Program II (N = 36)	Control (N = 46)
Letter Order	**5**	**17**	**13**	**91**	**94**	**44**
Letter Orientation	**14**	**42**	**24**	**82**	**94**	**64**
Word Detail	**9**	**8**	**9**	**55**	**81**	**33**
Sound Matching	**5**	**6**	**13**	**59**	**86**	**31**
Sound Blending	*	*	*	**55**	**67**	**24**

**The Sound Blending Test was not used in the fall.*

Table 2
Retention of PRS Skill Mastery Between Kindergarten and First Grade
(PRS Field Test Edition)

	Number of Children at Mastery Spring 1973		Percentage (Number) Retaining Mastery Fall 1973	
Skill	Program I (N = 15)	Program II (N = 27)	Program I	Program II
Letter Order	13	25	**85** (11)	**84** (21)
Letter Orientation	12	25	**100** (12)	**100** (25)
Word Detail	7	19	**86** (6)	**89** (17)
Sound Matching	10	22	**80** (8)	**86** (19)
Sound Blending	8	16	**75** (6)	**88** (14)

Testing continues

To document further the characteristics of PRS, tests were administered in the fall and spring of the 1974-75 school year using the published edition of PRS. The fall sample consisted of 237 children from six schools: the spring sample consisted of 216 children from five schools. All children were in classrooms which used PRS during the 74-75 school year.

The results confirmed the reliability of the PRS Skills Tests and provided data on the effects of PRS instruction. Tables 3-7 show that children made large gains in pre-reading skills through the use of PRS.

For a full report

PRS field tests results are described in greater detail in *Technical Report No. 311: Evaluation Studies of the Pre-reading Skills Program* (Madison, Wisconsin: Wisconsin Research and Development Center for Cognitive Learning, August 1975).

The 45-page report describes studies which investigated the effectiveness of PRS in meeting its skill objectives, the retention of the pre-reading skills between kindergarten and first grade, and the mastery of pre-reading skills after the first year of reading instruction.

Copies of the report are available upon request from Encyclopaedia Britannica Educational Corporation.

Table 3
Score Distribution—Letter Order

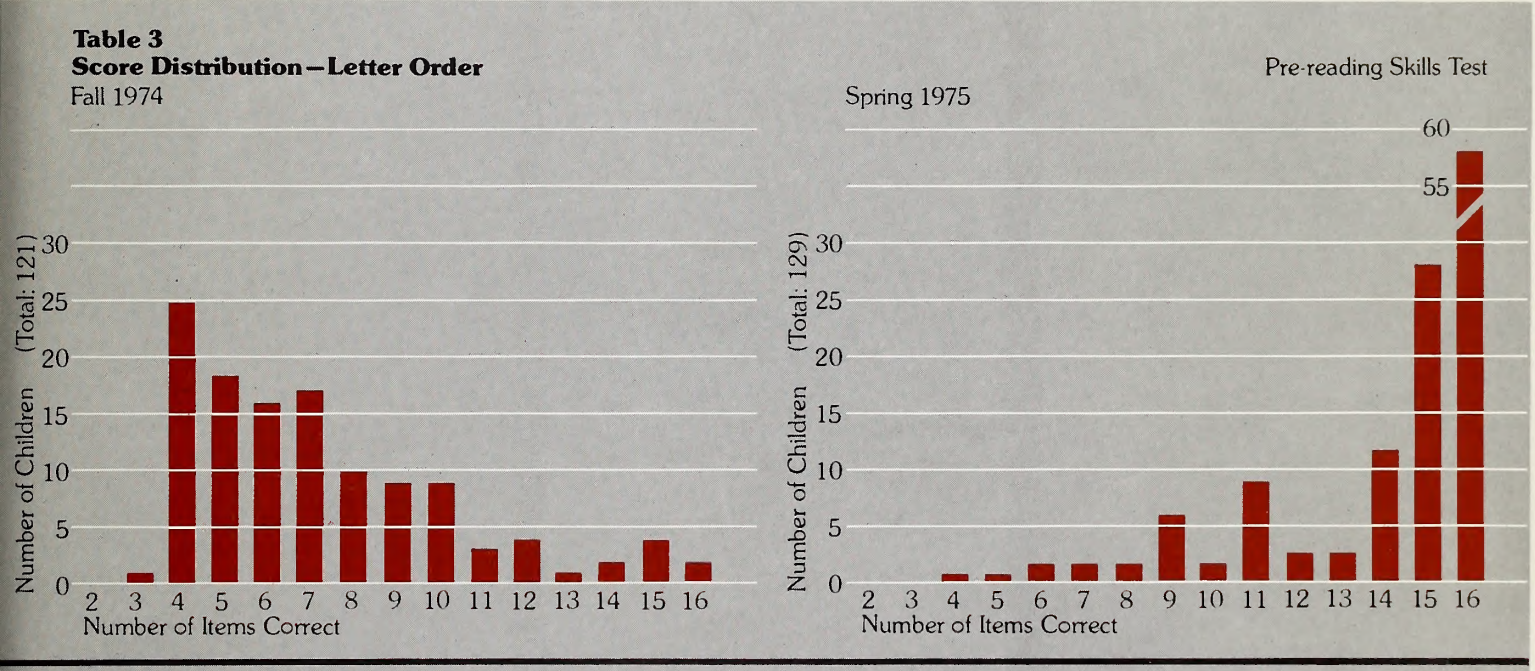
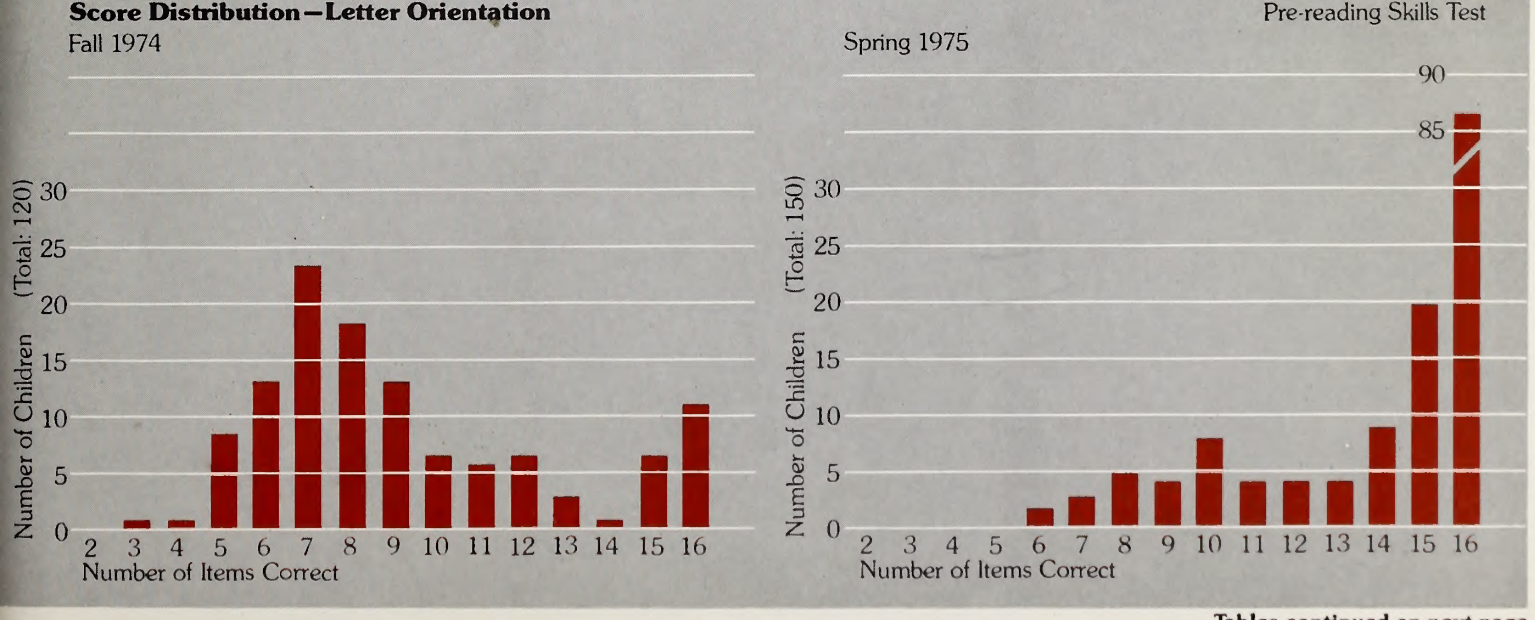
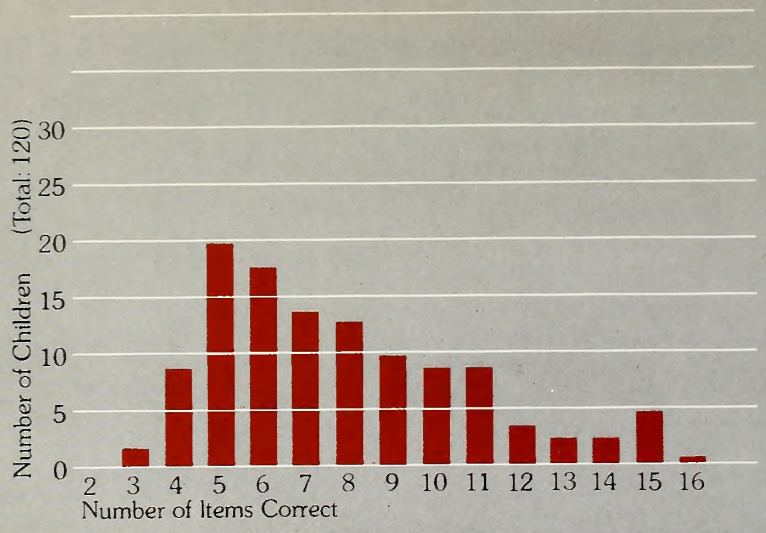


Table 4
Score Distribution—Letter Orientation



Tables continued on next page

Table 5
Score Distribution—Word Detail
Fall 1974



Pre-reading Skills Test
Spring 1975

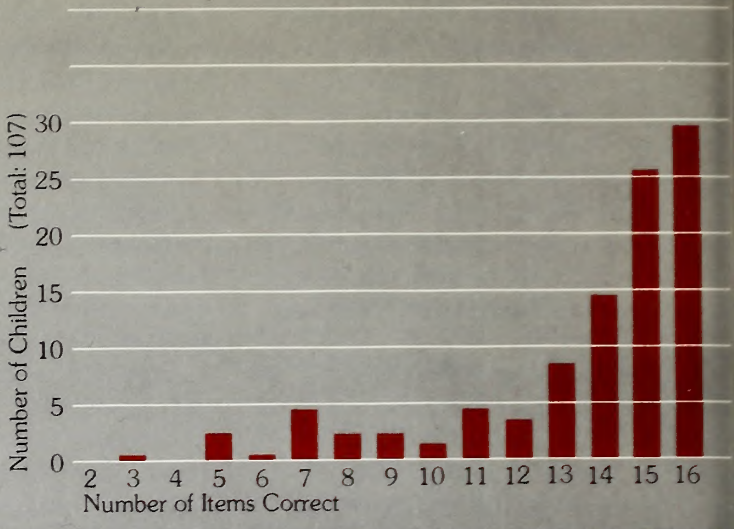
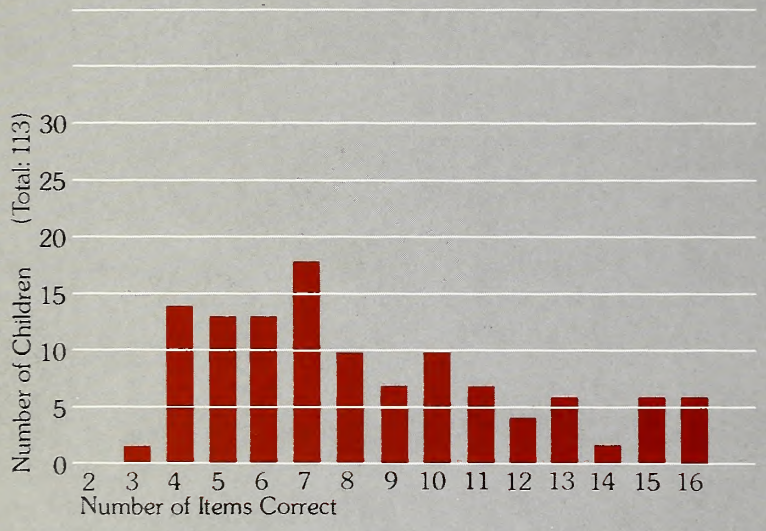


Table 6
Score Distribution—Sound Matching
Fall 1974



Pre-reading Skills Test
Spring 1975

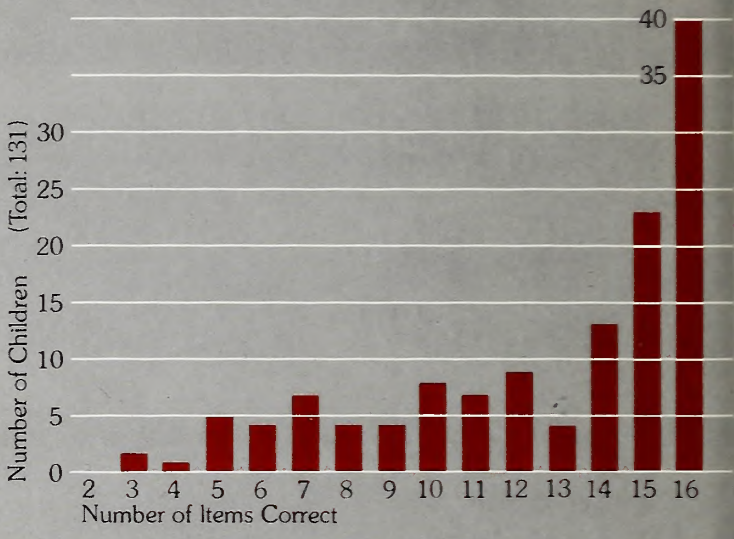
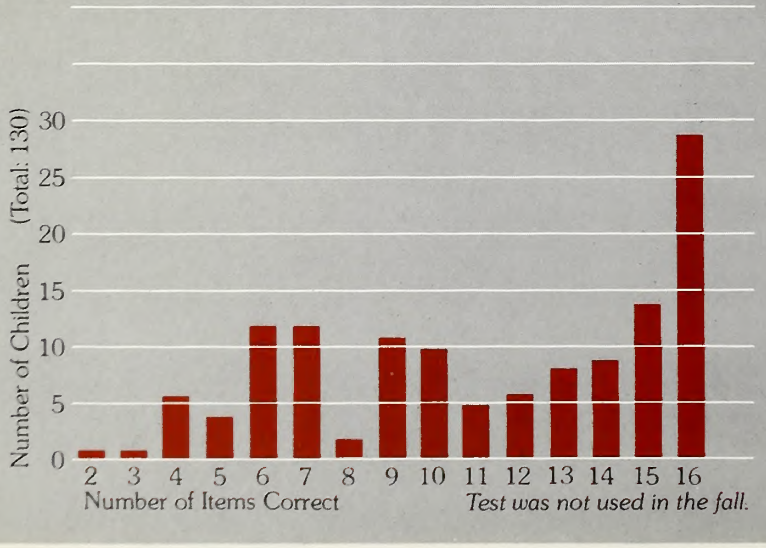


Table 7
Score Distribution—Sound Blending Pre-reading Skills Test
Spring 1975



Test was not used in the fall.

Improved reading scores

The PRS program can result in a rapid and substantial improvement in reading performance. A 1974 study by school officials in Beloit, Wisconsin, revealed that first graders who had PRS in kindergarten scored *seven months higher in reading* at the end of first grade than did non-PRS first graders at the same schools the previous year. The gains were obvious during the 1974 Gates-MacGinitie reading tests for vocabulary and comprehension. PRS is now in use in every Beloit public elementary school.

A look at the PRS visual skill:

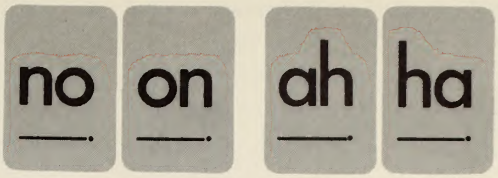
Attending to Letter Order

recognizing that *no* is not the same as *on*; *ah* is not the same as *ha*

Program materials

*Touch in Order Cards
Shape Pick a Pair
*Lotto (2 different games)
Pick a Pair
Vinyl Overlay
Dominoes
Word Twins
Practice Sheets
Take-home Games
Letters to Parents
Class Charts

*Shown below







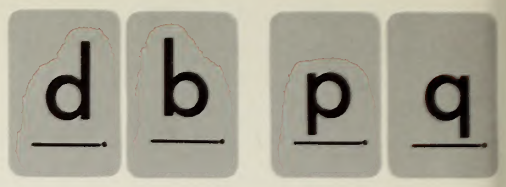


A look at the PRS visual skill:
Attending to Letter Orientation
recognizing that *d* is not the same as *b*; *p* is not the same as *q*

Program materials

*Flannel Board, Letters and Shapes
Same and Different Cards
*Lotto
Dominoes
*Match It Cards
Practice Sheets
Take-home Games
Letters to Parents
Class Charts

*Shown below













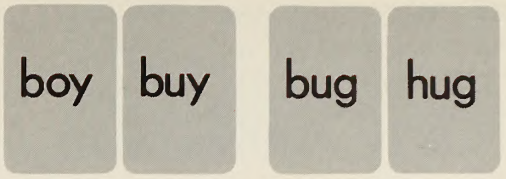


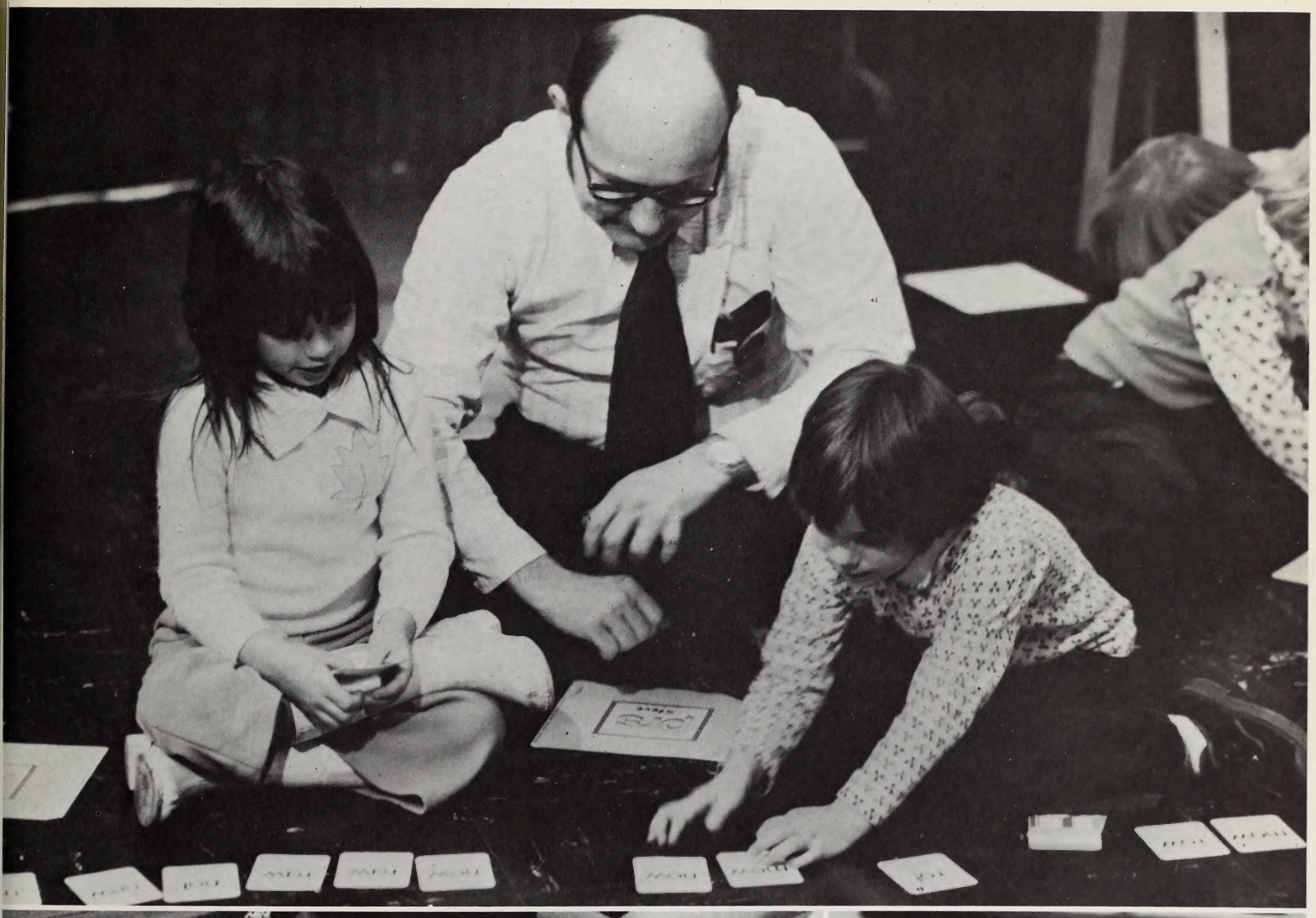
A look at the PRS visual skill:
Attending to Word Detail
recognizing that *boy* is not the same as *buy*; *bug* is not the same as *hug*

Program materials

Word Twins (2 different games)
Lotto
*Pick a Pair
Double Match
Practice Sheets
*Octopus Take-home Game
Letters to Parents
Class Charts

*Shown below









A look at the PRS sound skill: Sound Matching

recognizing that *mmm* is at the beginning of *mouse*; that *shh* is the last sound in *fish*; that *horse* and *hat* start with the same sound.

Program materials

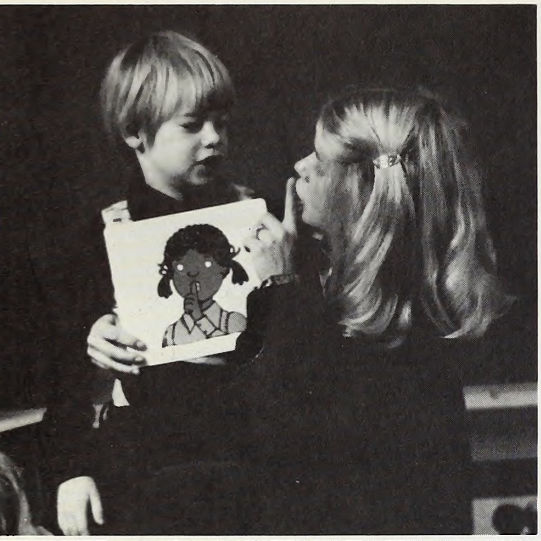
*Sort (5 different games)
Beginning Position Cards
Sound Lotto
(2 different games)
Word Matching Cards
(2 different games)
Letter Cards
Lion Crackaloo
House Games
(2 different games)
Last Position Cards
Picture Gallery
(2 different games)
Monkey Crackaloo
Sound Matching Book
Contrasting Position Cards
Bear Crackaloo
*Sound Picture Cards
*Letter Sound Cards
Practice Sheets
Take-home Games
Letters to Parents
Class Charts

*Shown below


mmm


shh


hhh



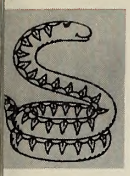












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A look at the PRS sound skill:

Sound Blending

putting the sounds *m*+*a*+*p* together to make the word *map*



Program materials

*Letter Sound Cards	Seal Crackaloo
Sound Blending Book	Practice Sheets
Word Cards	Take-home Games
Rhyming Lotto	Letters to Parents
Blending Puzzles	Class Chart

*Shown below











PRS COMPONENTS

1 Children's Games are in 50 packages color-coded for sound and visual activities. Included are card games, board games, books and manipulatives—each with a number for easy reference. A complete list of games follows:

a. Sound Matching
- Sort (5 different games)
- Beginning Position Cards
- Sound Lotto (2 different games)
- Word Matching Cards (2 different games)
- Letter Cards
- Lion Crackaloo
- House Game (2 different games)
- Last Position Cards
- Picture Gallery (2 different games)
- Monkey Crackaloo
- Sound Matching Book
- Contrasting Position Cards
- Bear Crackaloo
- Sound Picture Cards
- Letter Sound Cards

b. Sound Blending
- Sound Blending Book
- Word Cards
- Rhyming Lotto
- Blending Puzzles
- Seal Crackaloo

c. Visual Preliminaries
- Face Cards
- Felt Shapes
- Shape Cards
- Felt Letters
- Arrows

d. Letter Order
- Touch in Order Cards
- Shape Pick a Pair
- Lotto (2 different games)
- Pick a Pair
- Vinyl Overlay
- Dominoes
- Word Twins

e. Letter Orientation
- Same and Different Cards
- Lotto
- Dominoes
- Match It Cards

f. Word Detail
- Word Twins (2 different games)
- Lotto
- Pick a Pair
- Double Match

2 Class Charts (18) help to introduce sound and visual skills in large group situations. Included is a separate Alphabet Chart.

3 Pocket Chart/Flannel Board is a helpful component for large group activities.

4 Sound Practice Sheets (11). **Visual Practice Sheets** (25). and **Take-home Games** (26 pages)—all on ditto masters good for 200 copies—provide activities for children to work individually. There are also copies of the 34 Sound Picture Cards and Letter Sound Cards for each child to take home **1a**.

5 Letters to Parents (9) explain what is happening in the PRS classroom at different times throughout the year and suggest further activities to play with the child at home.

6 Record contains a lively song to reinforce each sound picture association.

7 Teacher's Guide Folders (10) provide day-by-day lesson plans for the first three weeks of the program and guidelines for establishing a routine for the rest of the year. Other topics discussed are incorporating PRS into the curriculum, assessment and record keeping, the five pre-reading skills, small group games, using PRS in learning centers, meeting each child's needs, communication with parents, and the history of PRS.



8, 9 Teacher's File contains descriptions on file cards (273) for the Sound Activities **8** and the Visual Activities **9**. Each card gives the group size, the purpose, the materials, a detailed lesson plan, and a criterion for evaluating the activity.

10 Schedule Book contains complete scheduling information for two sequences of daily activities, one for sound skills and one for visual skills. Each activity listed in the schedules is keyed by number to a card in the Teacher's File **8 9**.

11 Skills Tests contains a diagnostic test for each of the five pre-reading skills.

12 Scoresheet and **Pre-reading Profile** on ditto masters provide additional means for keeping track of skills mastered.

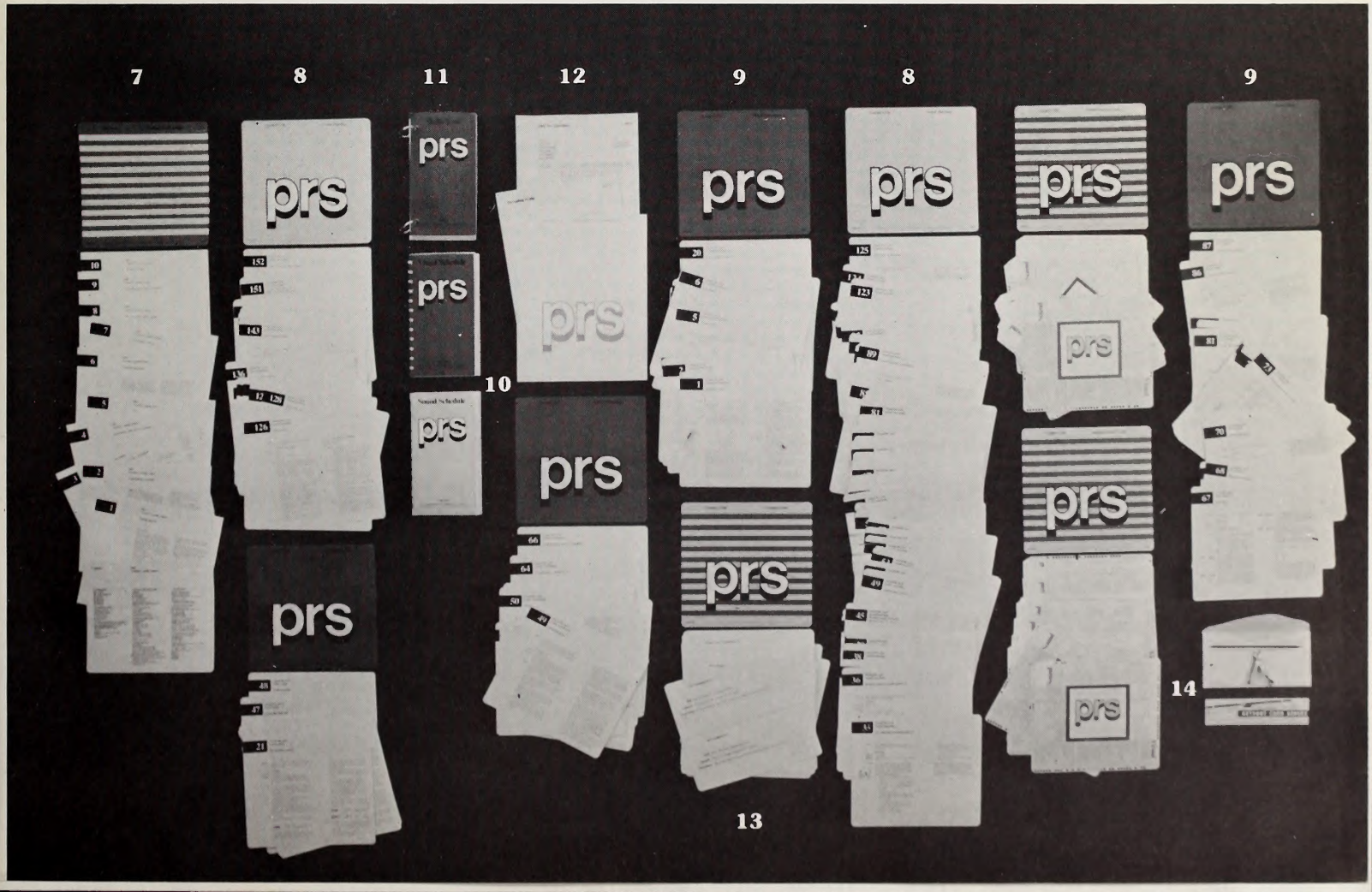
13 Grouping Cards (36) help the teacher organize the games and record cards for each day.

14 Management System makes it possible for the teacher to individualize instruction by keeping track of each child's skill needs and progress. Included: edge-notched student record cards (64), a notcher, a skewer and correction tape.

Packed in two boxes containing:
- materials for administration and record keeping
- materials for games and activities (for 60 children)



Complete Program
with materials and take-home games
for 60 children
No. 66200
$445.00
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